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ABSTRACT

This report contains short descriptions of about 200 selected distance education institutions throughout the world. Most of the descriptions are based on questionnaires completed by members of the institutions as well as on corrections of and comments on a preliminary version of the descriptions. Descriptions contain some or all of the following information: institution name and address, ownership and type of institution, number of courses, educational level of courses, subject areas of courses, number of learners currently enrolled, relative importance of face-to-face contact, flexibility in pacing and teaching methods, media used for teaching, participants of course teams, local study centers, evaluation of courses and media, flexibility of curriculum, elements of two-way communication, media used in two-way communication, counseling, and tutoring, measures to reduce the nonstarter and dropout rates, type of continuous assessment, terminating of courses with examinations, average turnaround time for tutor's corrections and comments on assignments, types of items for the assignments, comments upon the assignments submitted, use of computers for correction and comments, success rate, and nonstarter rate. Countries represented are Algeria, Argentina, Australia, Austria, Belgium, Bolivia, Botswana, Brazil, Canada, Chile, China, Colombia, Costa Rica, Denmark, Dominican Republic, Fiji, Finland, France, West Germany, Ghana, Great Britain, Hong Kong, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Malawi, Mexico, Netherlands, Nigeria, Norway, Peru, Poland, Portugal, Senegal, Singapore, South Africa, Spain, Sri Lanka, Sweden, Tanzania, Thailand, Turkey, Uruguay, United States, Venezuela, Yugoslavia, Zambia, and Zimbabwe. (KC)

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ED312452

FernUniversität
The Distance Teaching University of the
Federal Republic of Germany

Z I F F
Zentrales Institut für Fernstudienforschung
The Institute for Research into Distance Education

Short Descriptions of Selected Distance–Education Institutions

Edited by

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Preface

This booklet is a revised edition of our previous report (Doerfert et al 1988) and contains short descriptions of about 200 selected distance education (DE-)institutions.

For the majority of the institutions the description is based on a questionnaire filled in by the institution described.

The questionnaire was part of an international study on distance teaching by the ZIFF at the FernUniversität (the Institute for Research into Distance Education at the German Distance Teaching University); in this study we have tried to bring together some information about DE-institutions in several countries by means of a written questionnaire1) - see Graff & Holmberg, eds. (1988) for details of the study and its results.

Unfortunately, the list of distance-education institutions which could be described here is by no means complete: There are several important institutions not included here because we had no suitable information about them. Some of them are listed with their addresses in Appendix I.

The descriptions given below can be distinguished according to the source of information into four categories; these categories are:

(a) descriptions with the addition "checked by institution": The preliminary description of an institution (based mainly on the answers to the questionnaire) was sent to the institution. The institution was asked to correct and comment on the description. Then we tried to revise the description taking into account the corrections and comments made by the institution. Of course we accept full responsibility for any remaining error.

(b) descriptions with the addition "Source:......(specification)". In these cases the description of an institution is based mainly on the information/data given by the source specified. The descriptions of some European distance teaching universities, e.g., are based on the EADTU Directory 1988.

(c) descriptions with the addition "new; not checked". Some institutions which were not included in the previous edition have now filled in our questionnaire. In these cases the description of an institution is based mainly on the information given by the answers to the questionnaire. (If the description based on the questionnaire of an institution was corrected and/or commented on by members of the institution then the description was marked by 'checked by institution' like in category (a) above.)

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1) The list in Appendix II contains the topics and the response categories selected from the questionnaire for the purpose of this documentation.

(d) descriptions without any addition. Some institutions included in the previous edition did not respond to our request for correction of and comment on the preliminary descriptions of their institutions. Therefore, the preliminary description of the previous edition is repeated here simply

The editors would like to express their heartfelt thanks to those respondents who spared no effort in giving corrections and comments.

We thank also Marietta de Matteis, Daniela Klintz, Natascha Krug, Holger Frase and Stefan Stein for technical support in the in preparing the printouts.

Rudolf Schuemer
(for the editors)

May 1989

References

Doerfert, F. & Schuemer, R. et al (eds.) 1988
Preliminary descriptions of some distance education institutions.
Hagen: FernUniversität/ZIFF

European Association of Distance Teaching Universities: Directory 1988 (EADTU Directory 1988), edited by Keith Harry & Coen de Vocht).
Milton Keynes: International Centre for Distance Learning

Graff, K. & Holmberg, B. (eds.) with contributions by Doerfert, Graff, Holmberg, Schuemer, See, Tomaschewski 1988
International study on distance education: A project report.
Hagen: FernUniversität/ZIFF

The Descriptions

Name of institution:

Ministère de l'Éducation Nationale /
Centre National d'Enseignement
généralisé

Address:

43 rue Ben Cheneb
B.P. 99
Alger-Bourse
Algeria

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 45

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences
(6) medicine and medical jobs and professions
(7) others: first aid

Number of learners currently enrolled (Q7): 80,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

radio/ television/ written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
25 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
30 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Name of institution:

CIRSE (Círculo de Suboficiales del Ejército)

Address:

Godoy Cruz 2960
1425 Capital Federal
Argentina

Ownership and type of institution (Q2):

others: cultural and social association

Number of courses (Q4): 3

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) languages
(2) social sciences and law
(3) economics
(5) engineering

Number of learners currently enrolled (Q7): 272

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written

Average turn-around time for tutor's correction and comments of the assignments (Q44):
20 or 30 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction only/ additional comments if necessary

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

----

checked by institution

Name of institution:

Ferrocarriles Argentinos

Address:

Avda. Ramos Mejia 1430
C.P. 1104
Buenos Aires
Argentina

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 8

Educational level of courses offered (Q5a):

further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) languages
(5) technical professions

Number of learners currently enrolled (Q7): 420

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, practical training - workshops)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no curricula

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: partly written partly written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

Ministerio de Educación y Justicia/
a) Direccion Nacional Agropecuaria

b) Univ. Nacional La Plata

Address:

a) Paseo Colon 533
Buenos Aires

b) Calle 7 y 48
La Plata 1900
Pais de Bs. Aires
Argentina

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 1

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

- (1) education
- (4) agricultural sciences, agricultural and sylvicultural professions

Number of learners currently enrolled (Q7): a) 485
b) ≈85

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

b) distance teaching and face-to-face teaching of equal importance (semi-presencial) for the year 1989

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance education (voluntary participation)
- tutoring and counselling, assessment, recording of students' performances

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions (with tutors)

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no answer

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Checked by institution

Name of institution:

S.I.P.T.E.D. (Sistema Provincial de Teleducación y Desarrollo)/
Educación Secundaria Abierta
Ministerio de Bienestar Social y Educacion

Address:

Provincia de Misiones
Centro Civico
Chacra 172 - 3.Piso - Barrio Tiro Federal
T.E. 37066 - Int.548 - 3300 Posadas
Argentina

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): no answer
(number of curricula: 1)

Educational level of courses offered (Q5a):

- further education (secondary school level) and basic professional training (further education for adults)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 6,000

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- also commented upon

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

ULSA - Universidad LaSalle de Sud America

Address:

Independencia 388
(1653) Villa Ballester
Buenos Aires
Argentina

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 4

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(3) economics
(7) others: vocational training in selling and commerce

Number of learners currently enrolled (Q7): 2,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media and didactic specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum
- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: continuous evaluation of the learning progress by student and institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- continuous evaluation of the learning progress by student

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Universidad Nacional del Comahue/
Centro de Educación a Distancia
(C.E.D.U.N.C.)

Address:

Buenos Aires 1400
8300-Neuquen
República Argentina

Ownership and type of institution, (Q2):

state-owned

Number of courses (Q4): 5

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 500

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

not specified

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not known

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not known

Name of institution:

Universidad Santa Maria la Antigua/
Facultad de Humanidades y Ciencies
Religiosas
Escuela de Teologia a Distancia

Address:

Apartado 6-1696
El Dorado
Argentina

Ownership and type of institution (Q2):

belonging to an association of some kind (church)

Number of courses (Q4): no answer
(number of programs:......3
number of curricula:.....2)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(7) Theology ('Ciencias de la religion', 'teologia', 'catecuetica')

Number of learners currently enrolled (Q7): 22

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ slides/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %
(success rate for curriculum
Q52a: 30%
drop-out rate for curriculum
Q52b: 70%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Name of institution:

Brisbane College of Advanced
Education (B.C.A.E.)
External Studies Unit -B.C.A.E

Address:

Kelvin Grove Campus
Victoria Park Rd.
Kelvin Grove QLD. 4059
Australia

Ownership and type of institution (Q2):

- state-owned
(B.C.A.E. is a multimodal and multicampus institution; distance education students may also be enrolled in on campus classes)

Number of courses (Q4): 160 (approx.)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, the arts
(2) social sciences and law
(3) economics
(5) mathematics

Number of learners currently enrolled (Q7): 1,600 (total external enrolment)

Relative importance of face-to-face contacts (Q8):

varying proportions of face to face contacts (depending on subject matter or on the preferences of the departments)

face-to-face sessions, if offered: partly voluntary/partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists and editors

Local study centres (Q16):

Study centres shared with other institutions

Function of the study centres (Q17):

support of distance education (voluntary participation)
others: library facilities

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: teleconferences/ teletutorials

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- practical work as performed at study schools where prescribed

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
15 %

Checked by institution

Name of institution:

Capricornia Institute

Address:

Rockhampton
Queensland
Australia 4702

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 352

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ post graduate courses

Subject areas of courses (Q6):

(1) education
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 2,490

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods

Media used for teaching (Q10):

print supported by audio, video and computing material

Participants of course teams (Q13/14):

- subject specialists
- instructional designers
- typography specialist
- editor

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- telephone tutoring

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts/ telephone/ electronic mail

Measures to reduce the non-starter and drop-out rates (Q35):

orientation program

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject
- problem solving (eg. mathematical equation)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction **and commenting upon assignments (Q51):** no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
30 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
21 %

checked by institution

Name of institution:

Catholic College of Education
External Studies Unit

Address:

P.O. Box 968
North Sidney 2060
Australia

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 60

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages

Number of learners currently enrolled (Q7): 230

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ personal computers (PC)

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
21 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Name of institution:

Curtin University/
Centre for External Studies

Address:

P.O.Box U1987
Perth WA 6001
Australia

Ownership and type of institution (Q2):

state-owned
(The university is a dual-mode institution)

Number of courses (Q4): 330

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others: Business Administration

Number of learners currently enrolled (Q7): 2,184 (external students; the total number of students: 12,669)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): not owned by the university; Curtin University uses the facilities of colleges in country locations

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

54 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

29 %

Name of institution:

Deakin University /
Off Campus Studies

Address:

Victoria 3217
Australia

Ownership and type of institution (Q2):

state-owned
(The university is a dual-mode institution)

Number of courses (Q4): 170 (off-campus program)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts
(2) social sciences
(3) economics/ business administration
(5) computing
(6) nutrition

Number of learners currently enrolled (Q7): 4,500

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes)

face-to-face sessions, if offered: voluntary attendance

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders if assignments not submitted
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution
- orientation workshops (voluntary)

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
28 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon **assignments (Q51):** yes (for diploma of computing)

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
no answer
(success rate for curriculum (Q52a):
- education:...... 50%
- social sciences: 50%)

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
no answer
(drop-out rate for curriculum (Q52b):
- education:...... 25%
- social sciences: 25%)

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Checked by institution

Name of institution:

Gippsland Institute
External Studies Division

Address:

Switchback Road
Churchill Vic 3842
Australia

Ownership and type of institution (Q2):

state-owned institution

Number of courses (Q4): 280

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 3,100

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary/compulsory for some courses

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no data

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

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Checked by institution

Name of institution:

James Cook University of N.Q./
External Studies Centre

Address:

Townsville 4811
Australia

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 31

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law

Number of learners currently enrolled (Q7): 438

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary (for most courses)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ librarian/ administrative officer/ coordinator of external studies

Local study centres (Q16): not owned by the institution

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction **and commenting upon assignments (Q51):** no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**

95 % from those starting
(84 % from those enrolled)

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**

12 %

Name of institution:

Lamacraft Education & Management Services

Address:

4 Walter Raleigh Cres.
Hollywell
Q. 4216 Australia

Ownership and type of institution (Q2):

- others: consultancy

Number of courses (Q4): 27

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(3) economics
(7) others: English as a Foreign Language/ Management and Industrial Relations

Number of learners currently enrolled (Q7): 309 (four-year average)

Relative importance of face-to-face contacts (Q8):

- distance teaching with rare face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ telephone

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

not applicable

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- contacts between tutor and learner: occasional direct face-to-face contact
- answering of learners'queries, requests etc.
- others: exchange of letters (not always on course topics)

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ audio tapes/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written and oral assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (written and oral exams in languages)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

- 5 days for private contract students
- 13 days for work sent out by State Colleges for assessment and comment

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work
- others: translations/ transcriptions/ conversation responses on tapes

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not available 1)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not available 1)

Checked by institution

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1) Much of the work done by Lamacraft Education & Management Services is the servicing of courses under contract for the External Studies College of TAFE in Sydney N.S.W., which handels the enrolment of students and allocates them. Only when a student's first lesson unit is received is the allocation to Lamacraft Education & Management known. Under these conditions, the non-start rate for these subjects is not known, but is said to be over 50 percent. For the courses of Lamacraft Education & Management Services, the non-start rate is 38 percent.

The success rate also is hard to determine, for much the same reasons. The dropout rate for contract students of Lamacraft Education & Management Services over the last year has been 56 per cent but these courses are free.

For the own courses of Lamacraft Education & Management Services, the dropout rate has been 18 per cent, but the students in these courses have a vested interest in getting value for the money they have paid.

Name of institution:

Macquarie University/
Centre for Evening and External
Studies

Address:

Sydney NSW 2109
Australia

Ownership and type of institution (Q2):

state-owned/ official body under public law (A statutory authority established under NSW Govt. Act, funded by Australian Government through its Commenwealth Tertiary Education Commission)

(The university is a dual-mode institution)

Number of courses (Q4): 200 (offered externally)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, languages
(2) social sciences and law
(3) economics
(5) mathematics and sciences

Note: education, Slavonic languages, law, mathematics and sciences (offered externally)

Number of learners currently enrolled (Q7): ≈ 2,317 (external students; total number of learners: 11,585)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14): some course teams

- material is developed by subject specialists; advice/ assistance from external studies unit, including course development/ instructional design advice

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- mailing of pre-produced (standardized) encouraging audio tapes
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
21 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
82 %
(Success rates for curricula -Q52a
(1) education... 42%
(2) social sciences and law 41%
(5) mathem., sciences... 42%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not known
(Drop out rates for curricula -Q52b
(1) education... 57%
(2) social sciences and law 49%
(1) mathem., sciences... 57%)

Checked by institution

Name of institution:

Murdoch University/
External Studies Unit

Address:

Murdoch WA 6150
Australia

Ownership and type of institution (Q2):

state-owned
(Murdoch University is a dual-mode institution)

Number of courses (Q4): 186

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 2,013
(external:........1,302
mixed mode....... 711)

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

(depends on program: face-to-face for essential attendances only)

face-to-face sessions, if offered: compulsory (limited - laboratories, practical experience of teaching)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television (for publicity and academic counselling)/ written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone (for counselling)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance education (voluntary participation)
- contractual arrangement for training of selected 1st year courses by accredited local college staff

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact (by telephone)
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts (for local residents and visitors)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (not for all courses)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**

64 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**

10 %

Checked by institution

Name of institution:

South Australian College of Advanced Education
External Studies Unit

Address:

Holbrooks Road
Underdale
South Australia 5032

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 4,000

35 degree or diploma programs, with a very large component of optional study modules within them

Educational level of courses offered (Q5a):

university study and further professional training (usually after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics and sciences
(6) nursing and para-medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 12,117

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- how and when to use counselling services
- content area choice within courses
- negotiated assignment contracts

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists (varies with each program)

Local study centres (Q16): yes, for a limited number of courses

Function of the study centres (Q17):

support of distance education (voluntary participation)
others: examination supervision

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- mailing of standardized encouraging audio tapes
- phone calls to learners
- visit to learners by people appointed by the institution
- others: it is the intention of the institution to initiate support groups in regional centres

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams (for some subjects)
- oral intermediary exams (for some subjects)

Terminating of courses with examinations (Q40): yes

- type of examination: - written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- essays, reports on practice, reports on research, and study logs

Commenting upon the assignments submitted (Q46):

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes, in a limited number of courses

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
63 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
34 %

Checked by institution

Name of institution:

STOTTS Correspondence College

Address:

140 Flinders Street
Melbourne
Vic 3000
Australia

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 250

Educational level of courses offered (Q5a):

- other: not specified

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: not specified

Number of learners currently enrolled (Q7): 20,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes

Participants of course teams (Q13/14):

no course teams

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correction of assignments
- commenting on assignments

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- telephone cells

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

written/ cassette

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no (but in pipeline for 1989)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
25 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 %

Checked by institution

Name of institution:

Technical Extension Service

Address:

Prospect Place
Perth WA 6000
Australia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 600

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: recreational/hobby courses

Number of learners currently enrolled (Q7): 10,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ instructional designer/ graphic artists

(involvement of students in formative evaluation is a recent development)

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum (for some diploma)
- medium/fixed curriculum, but it contains alternatives (many diploma have options for subject selection but curriculum (syllabus) of each sucject is fixed)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes (optional; only used by a few tutors)/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon **assignments** (Q51): no
(not used yet: current investigation into this)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not known

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not known
(38 % : average for all courses)

Name of institution:

The South Australian Correspondence School

Address:

G.P.O. Box 1152
Adelaide S.A. 5001
Australia

Ownership and type of institution (Q2):

state-owned (institution for open access to elementary and secondary education)

Number of courses (Q4): 155

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 1,487

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ telephone

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- mailing of pre-produced (standardized) encouraging audio tapes
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
4 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
87 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
7 %

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checked by institution

Name of institution:

University of New England
Department of External Studies

Address:

Armidale NSW 2351
Australia

Ownership and type of institution (Q2):

state-owned institution

(The University of New England is a dual mode institution)

Number of courses (Q4): 600

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences, public policy
(3) economics, accounting, econometries, business studies
(4) agricultural economics
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 6,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with compulsory (70% of courses) residential schools and voluntary weekend schools

Flexibility in pacing and teaching methods/options for students (Q9):

- no flexibility in pacing
(but options offered how and when to use counselling services)

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ video tapes/ face-to-face sessions/ workshops/ language labs

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no (one only in Sydney)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner:
  direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/telephone/audio tapes/direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

12-21 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51):

very limited use

Success rate (average for the three courses with the highest number of enrolments) (Q53)

82 %

Non-starter rate (average for the three courses with the highest number of enrolments) (Q54):

12 % (on average)

Checked by institution

Name of institution:

University of Queensland
School of External Studies and
Continuing Education

Address:

St. Lucia 4067
Australien

Ownership and type of institution (Q2):

state-owned institution

Number of courses (Q4): 203

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics

Number of learners currently enrolled (Q7): 2,232

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

no answer

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives
- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
94 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Checked by institution

Name of institution:

University of Wollongong
Institute of Advanced Education
External Studies Division

Address:

Northfields Avenue (P.O. Box 1144)
N.S.W. 2500
Australien

Ownership and type of institution (Q2):

others: autonomous institution (federal/state funded)

Number of courses (Q4): 7

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 683

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: both voluntary and compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments

Media used for teaching (Q10):

written course units/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

no answer

Media used in two-way communication/ counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
21 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53):
not available

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not available

Name of institution:

Victoria College
External Studies

Address:

Toorok Campus
P.O.Box 315
Malvern
Victoria
Australia 3144

Ownership and type of institution (Q2):

official body under public law
(Federal Goverment funded under state commission)

Number of courses (Q4): 90

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages

Number of learners currently enrolled (Q7): 5,940

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ editor

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- others: workbooks/ log books

Terminating of courses with examinations (Q40): yes/no

-for the most part : none; some end with written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
17 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
96 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
2 %

Checked by institution

Name of institution:

Victorian TAFE Off-Campus Network

Address:

143 Franklin Street
Melbourne 3000
Victoria
Australia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 49

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 13,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/ their studies (limited)
- when to take their exams/ final exams (limited)
- when to order their study material
- when to send their assignments
- between different media (only in a few cases)
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ telephone/ face-to-face sessions/ others: Some use is made of practical work kits such as an electronics trainer, geology specimens and basic science specimens

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of standardized encouraging audio tapes
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
20 % (1984)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
42 % (1984)

Checked by institution

Name of institution:

Interuniversitäres
Forschungsinstitut für Fernstudien
(iff) /
Studienzentrum Wien

Address:

Strozzigasse 2
A-1080 Wien
Austria

Ownership and type of institution (Q2):

state-owned

(The iff is an autonomous research and teaching institute and also has the function of a study centre for the FernUniversität (Hagen, Federal Republic of Germany)

Number of courses (Q4): 25 (own in addition to those of the FernUniversität)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6): see FernUniversitat

Name of institution:

International Correspondence
Institute

Address:

Chaussee de Waterloo 45
1640 Rhode-Saint-Genese
Belgium

Ownership and type of institution (Q2):

belonging to an association of some kind (church)

Number of courses (Q4): 168

Educational level of courses offered (Q5a):

others: ministerials programs, bachelor degree, christian ministry diploma

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(7) others: theology, pastoral ministry

Number of learners currently enrolled (Q7):

1,232,525 lower level (non degree)
5,051 degree level

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)

(Contact varies in the different programs and in the different parts of the world)

face-to-face sessions, if offered: voluntary/compulsory
(This depends on geographical location i.e. what countries are involved)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media (in certain courses where the materials are presented in audio or video as well as print)
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ video tapes/slides/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)/support of distance education (voluntary participation)
(This depends on the level and program beeing studied)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum
- medium/fixed curriculum, but it contains alternatives
- high/courses in the curriculum can be chosen freely within a set framework

(This depends on the level of the program. The higher the level the closer to the category "high")

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
  (face-to-face contact is only possible in certain countries)
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone (only in some western countries)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams
  (Oral exams only for selected courses at lower level program)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- samples of learner's work
  (This depends on the courses content)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
85 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 %
(Greater in lower level programs such as 'evangelism' - 50%)

Checked by institution

Name of institution:

Ministère de la Communauté Française/
Enseignement a Distance

Address:

W.T.C. Tour 1 -17e étage - bte 59
Boulevard Emile Jacqmain 162
1210 Bruxelles
Belgium

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 183

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A' levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(7) others: remedial teaching

Number of learners currently enrolled (Q7): 22,000

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- longer paper on a set subject
- mixture of other types of items

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

Studiencentrum Open Hoger Onderwijs v.z.w.
(StOHO)

Address:

De Croylaan 42
B-3030 Leuven
Belgien

Ownership and type of institution (Q2):

StOHO is an autonomous association, sponsored by the Flemish Regional Executive and based on a network of universities and other institutions of higher education.
(In order to prepare for the start of open higher education in Flanders, a centre called 'Studiencentrum Open Hoger Onderwijs v.z.w.' was created in 1987. The government ordered the centre
- to prepare for the start of 'Open Higher Education in Flanders'
- to develop multi-media learning packages
- to develop and programme curricula and courses and to make tutorial and counselling arrangements
- to bring about cooperation with the Open Universities in the Netherlands and the United Kingdom.

At present, Flemish students are enrolled with the Netherland Ou. In the future, the organisation for Flemish Open Higher Education will be able to award degrees recognised in Belgian law on the basis of study packages or modules made up of Dutch courses and specific Flemish courses.)

Educational level of courses offered (Q5a):

university study and higher education:

The Open Universiteit (NL) will provide for the gradual establishment of 27 diploma courses at university level (5,400 hours) and at non-university higher education level (3,600 hours minimum)

Subject areas of courses (Q6):

(1) humanities
(2) a) social sciences and b) law
(3) economics: business management, personnel management
(5) mathematics, natural sciences and technology
(7) others: Continuing education programme: Textile-conditioning/ Gerontology/ The economics of the non-profit sector (in preparation)

(In addition to the courses of the Netherlands Ou courses there are Flemish adaptations of existing Ou courses and courses developed specifically for Flamish target groups.)

Source: EADTU Directory 1988, pp. 9-11

cf. Vlaamse Interuniversitaire Raad

Name of institution:	
Vlaamse Interuniversitaire Raad	**Project Open Universiteit**
Address:	
Egmontstraat 5 **1050 Brussel** **Belgium**	**de Croylaan 42** **3030 Leuven** **Belgium**

Ownership and type of institution (Q2):

official body under public law
(The institution cooperates with the Open Universiteit in the Netherlands and with the Open University in the U.K.)

Number of courses (Q4): no answer
(Course material from the Dutch O.U.; 37 courses are specified in a list sent together with the questionnaire)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, music and the arts
(2) social sciences and law
(3) economics
(5) sciences and engineering

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

no answer

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no answer (apparently no assignments; not applicable)

Types of items for the assignments (Q45):

no answer (apparently no assignments; not applicable)

Commenting upon the assignments submitted (Q46)

no answer (apparently no assignments; not applicable)

Use of a computer for the correction and commenting upon assignments (Q51):

no answer (apparently no assignments; not applicable)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

10 %

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cf. Studiencentrum Open Hoger Onderwijs v.z.w. (StOHO)

Name of institution:

Educación Radiofónica de Bolivia
(ERBOL)

Address:

Casilla 5946
La Pas
Bolivia

Ownership and type of institution (Q2):

belonging to an association of some kind (church)

Number of courses (Q4): varies

Educational level of courses offered (Q5a):

basic school education

Subject areas of courses (Q6): see Q5a

Number of learners currently enrolled (Q7): varies

Relative importance of face-to-face contacts (Q8):

- distance teaching with little face-to-face contact (broadcast reception in local centres/group meetings with delegates of the institution)

face-to-face sessions, if offered: voluntary/compulsory
(? : no answer)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- between different teaching methods

Media used for teaching (Q10):

radio/ written course units/ video tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17): see Q8

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22): not applicable

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: mediated/direct face-to-face contact
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts (see Q8)

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

no continuous assessment

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable

Types of items for the assignments (Q45):

- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer
(success rate for courses on agriculture: 60%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer
(drop-out rate for courses on agriculture: 40%)

Name of institution:

Botswana Extension College
Department of Non-formal Education

Address:

Privat Bag 0043
Gaborone
Botswana

Ownership and type of institution (Q2):

state-owned/ official body under public law (government institution)

Number of courses (Q4): 14

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (preparation for Junior Certificate and GCE O'levels)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 3,091

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility in the meaning of Q9

Media used for teaching (Q10):

radio/ written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: contacts initiated by the learners

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
12 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

FEPLAM (Fundaçao Educacional Padre Landell de Moura)

Address:

Av. Bastian 286
Porto Alegre - R.G. do Sul
Brazil

Ownership and type of institution (Q2):

private non-profit institution (foundation)

Number of courses (Q4): no answer
(number of programs: 50)

Educational level of courses offered (Q5a):

basic school education/ university study and further professional training (after basic professional training and/or job experience)/ others: special programs for the rural population

(FEPLAM cooperates with several universities in the South of Brazil and has the function of media institute in this cooperation)

Subject areas of courses (Q6):

basic school education/ special programs for the rural population

Number of learners currently enrolled (Q7): 12,000

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance
- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- when to send their assignments
- between different media

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists
- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance education (voluntary participation)
- distribution of the teaching material and immatriculation of learners

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: direct face-to-face contact
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

(no measures in the meaning of Q35)

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable; no assignments

Types of items for the assignments (Q45):

not applicable; no assignments

Commenting upon the assignments submitted (Q46)

not applicable; no assignments

Use of a computer for the correction and commenting upon assignments (Q51):

not applicable; no assignments

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Name of institution:

Alberta Correspondence School   Edmonton Study Centre

Address:

Box 4000
Barrhead, Alberta
Canada T0G 2P0

9th Floor
Harley Court
10045 - 111 Street
Edmonton, Alberta
Canada T5K 2M5

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 155

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) the humanities, the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics and sciences
(7) introductory vocational education courses

Number of learners currently enrolled (Q7): 37,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ telephone

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
40 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

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checked by institution

Name of institution:

Athabasca University
Centre for Distance Education

Address:

Box 10,000
Athabasca, AB
Canada T0G 2R0

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 156

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(7) others: applied studies, administration

Number of learners currently enrolled (Q7): 10,775

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary (seminar courses)
compulsory (labs, workshops)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

no answer

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
no answer

Types of items for the assignments (Q45):

multiple choice/short answer/essay and so on

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
45.7 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

Aviron Technical Institute

Address:

3035 St. Antoine
Montreal
Canada H3Z 1W8

Ownership and type of institution (Q2):

- limited company controlled by the Flegg family
- belonging to an association: Conseil des Ecoles techniques privées, Montreal, Qc

Number of courses (Q4): 12

Educational level of courses offered (Q5a):

basic school education (for a few courses)/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc. (for most courses))/ further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(5) engineering-level for 2 courses and technical professions for other courses

Number of learners currently enrolled (Q7): 3,680 (in Cananda)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements and some stages in industry for a few weeks

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ films/ personal computers (PC)/ face-to-face sessions/ laboratories/ practical stages at the Institute or in Industry

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes
(Montreal and Quebec offices and study centres overseas)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.

Two-way communication/counselling and tutoring service (Q30):

- counselling and tutoring service in Canada, Trinidad, Guyana and Jamaica/no counselling and tutoring service in Haiti
- media used: no answer

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- encouragement to pay full fee in advance

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40):

no answer

Average turn-around time for tutor's correction and comments of the assignments (Q44):

5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

45 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

3 %

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checked by institution

Name of institution:

CJRT-FM/Open College

Address:

297 Victoria Street
Toronto, Ontario
Canada M5B 1W1

Ownership and type of institution (Q2):

service of educational radio station affiliated to provincial educational institution for funding purposes (non-profit organization)

Number of courses (Q4): 25

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ others: non-credit, general information courses which are not graded

Subject areas of courses (Q6):

(1) the humanities, music and the arts
(2) social sciences
(3) economics
(5) sciences
(7) others: nutrition, public administration, gerontology

Number of learners currently enrolled (Q7): 633

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)

face-to-face sessions, if offered: voluntary/compulsory (in certain courses)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes (seminars)

Function of the study centres/seminars (Q17):

face-to-face teaching (compulsory for students) and support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- audio conferencing

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters (occasionally)
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
64 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
18 %

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checked by institution

Name of institution:

Laurentian University/ Université Laurentienne
Centre for Continuing Education and Part-time Studies

Address:

Ramsey Lake Road/Chemin du lac Ramsey
Sudbury, Ontario P3E 2C6
Canada

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 150 (for the distance education unit; 600 for the university as a whole)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics and sciences
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 10,800

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams/ oral exams for language course

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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checked by institution

Name of institution:

Manitoba
Education
Correspondence School

Address:

528 St. James Street
Winnipeg, Manitoba
Canada R3G 3J4

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 141

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences
(5) mathematics, sciences and technics

Number of learners currently enrolled (Q7): 9,003

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ telephone

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ written and oral exams (language courses)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes, for some courses

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 %

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Checked by institution

Name of institution:

Ontario Institute for Studies in Education

Address:

252 Bloor St. West
Toronto, Ontario
Canada M5S 1V6

Ownership and type of institution (Q2):

state-owned. OISE is the Graduate School of Education of the University of Toronto
OISE is a dual mode institution: 90 % of the courses are face-to-face.

Number of distance mode courses (Q4): approx. 10 per year

Educational level of courses offered (Q5a):

Master of Education level

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7):

this varies from year to year - max. 100

Relative importance of face-to-face contacts (Q8):

- distance teaching with face-to-face elements: audio conferences courses usually have two face-to-face classes within the three month courses/ computer conferenced courses use one face-to-face class at the start of the course

Flexibility in pacing and teaching methods/options for students (Q9):

The amount of flexibility varies within courses, and may relate to content or learning process or choice of assignment

Media used for teaching (Q10):

written course units/ audio tapes/ telephone/ face-to-face sessions/ audio and computer conferencing

Participants of course teams (Q13/14):

- subject specialists/ media specialists
- learning designer

Local study centres (Q16): yes

Function of the study centres (Q17):

faculties for the students to meet on their own, and for their formal audio classes with the professor

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- graduate level seminars, face-to-face, audio + computer
- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone, computers

Measures to reduce the non-starter and drop-out rates (Q35):

not any drop out rate/ students are very interested to do these courses

Type of continuous assessment (Q38):

- assignments to be submitted
- class discussions

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

7 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- others: field projects

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes
(in some courses but in a conference mode, not in a C.A.I. mode)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

100 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

0 %

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checked by institution

Name of institution:

Queen's University
Division of Part-Time Studies
Faculty of Arts and Science

Address:

Kingston, Ontario
Canada K7L 3N6

Ownership and type of institution (Q2):

other type of institution: a private institution with provincial funding

Number of courses (Q4): 55

Educational level of courses offered (Q5a):

university study (undergraduate) in the Faculty of Arts and Science

Subject areas of courses (Q6):

(1) the humanities, arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 1,500

Relative importance of face-to-face contacts (Q8):

- Virtually complete reliance on distance teaching material supplemented with non-compulsory face-to-face seminars and longdistance phone-calls

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments (fixed schedule with some flexibility)

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16):

no (none except main campus - space is rented for off-campus lecture courses)

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- contacts between tutor and learner: by phone as required/ direct face-to-face contact: varies on student's location
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open- ended questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- others: problem-oriented assignments (in math courses)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not available
(74 % wrote final exam.)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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checked by institution

Name of institution:

Simon Fraser University
Centre for Distance Education
Continuing Studies

Address:

Burnaby, B.C.
Canada V5A 1S6

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 80 (programs: 3)
(the numbers refer to the distance education courses only)

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(5) mathematics, sciences and engineering
(7) others

Number of learners currently enrolled (Q7):

current semester: 2,800
current year: 8,200

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

(face-to-face contact planned for some future courses)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments*
- between different teaching methods*
- between different media*
- how and when to use counselling services

(* : in some courses)

Media used for teaching (Q10):

television/ written course units/ audio tapes/ telephone

(all courses must have a print component. If main lecture material is on TV or audiotape print backup must be provided)

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists
- others: instructional designer/ editor, graphic artists/ photographer

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact (by telephone)
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners
- others: strict due dates for assignments starting early in semester

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments. Use of assignment return form

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
88 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
(not available, as our figures are based on third week of semester)

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Checked by institution

Name of institution

Télé-université

Address

2635, boulevard Hochelaga
7$^{\text{ème}}$ étage
Case postale 10700
Sainte-Foy (Québec), GIV 4V9
Canada

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 79

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 24,684

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before examination

face-to-face sessions, if offered: partly voluntary partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ laboratories and workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated
- answering of learners' queries, requests etc.

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/ telephone/ sometimes direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a self-chosen subject from the course
- case studies

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (for tasks in the sciences)

Success rate (average for the three courses with the highest number of enrollments) (Q53):

not available

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

not available

Checked by institution

Name of institution:

The University of British Columbia
UBC Access

Address:

2206 East Mall
Vancouver, B.C.
Canada, V6T 1W5

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 65

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(4) agricultural sciences, agricultural and sylvicultural professions (forestry)
(6) medicine and medical jobs and professions (nursing)

Number of learners currently enrolled (Q7): 1,486

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact (90%)
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.) (10%)

face-to-face sessions, if offered: compulsory (for lab and clinical activities)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies (for 60% of offerings with multiple annual sessions)
- when to take their exams/final exams (can request accelerated schedule and early final exam in above 60% of courses)

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists
- others: distance education coordinators from the various faculties or schools developing projects

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- contacts with learners initiated by the institution
- others: telephone service between students and tutors, Univ. library, Univ.bookstore

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
approx. 14 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- others: special projects/ case studies

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
95 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
1 %

Checked by institution

Name of institution:

University of Calgary
Faculty of Continuing Education
Distance Education Unit

Address:

2500 University Dr. N.W. Calgary
Alberta
Canada T2N 1N4

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 20 (per year)

(All responses refer to the distance education unit within the University of Calgary)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities
(2) social sciences

Number of learners currently enrolled (Q7): 1,200

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements

Flexibility in pacing and teaching methods/options for students (Q9):

no options

Media used for teaching (Q10):

- audio teleconferencing
- written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

- key component for audio teleconferencing

Evaluation of courses and media (Q18): yes

- on-going efforts to evaluate

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- mostly ad hoc courses
(as such flexibility not applicable)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- regular contact among students

Media used in two-way communication/counselling and tutoring service (Q30):

audio teleconferencing

Measures to reduce the non-starter and drop-out rates (Q35):

not applicable (95 % completion rate)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short quizes to essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
95 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Checked by institution

Name of institution:

University of Guelph
Independent Study Division/
School of Continuing Education

Address:

649 Gordon Street
Guelph, Ontario,
Canada, N1G 2W1

Ownership and type of institution (Q2):

- official body under public law

Number of courses (Q4): 50 - English language
20 - French language
(40 - Educational videotapes)

Educational level of courses offered (Q5a):

college level study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(4) agricultural sciences, agricultural and sylvicultural professions, horticultural sciences

Number of learners currently enrolled (Q7): 7,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ personal computers (PC)

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

28 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

(Tutor comments are computerized - able to communicate with learner via cosy network)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

25 %

Checked by institution

Name of institution:

University of New Brunswick /
Department of Extension & Summer
Session

Address:

P.O.Box 4400
Fredericton, New Brunswick
Canada E3B 5A3

Ownership and type of institution (Q2):

official body under public law
(provincial university with its own charter)

Number of courses (Q4): 1,500

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, languages
(2) social sciences and law
(3) economics
(4) sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: Forestry, physical education

Number of learners currently enrolled (Q7): 10,518

Relative importance of face-to-face contacts (Q8):

(The University of Brunswick is a dual mode institution in which distance education is a relatively recent development)

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes (correspondence - "open access" - courses work this way)
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.) (television-assisted and audioteleconferenced courses, distance education program approach)
- face-to-face teaching with supplementary distance teaching material (overall university perspective)

face-to-face sessions, if offered: usually voluntary in television-assisted courses (are built into teleconferenced courses as often as possible, and attendence is required.)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- a. when to start their course/their studies
- b. when to take their exams/final exams
- c. when to order their study material
- d. when to send their assignments
- e. between different teaching methods
- g. how and when to use counselling services

a., b., c., d.: true of our correspondence courses only
e.: face-to-face vs distance in some cases
g.: time flexibility, yes, offered only on campus

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions
(During 1988-89, no television-assisted courses were offered, and none are likely to be given during 1989-90. Reason: too labour-intensive to administer.)

Participants of course teams (Q13/14):

- subject specialists/ distance education coordinator

Local study centres (Q16): no

(Although during 1988-89 we did establish university/community liaison representatives in seven communities throughout the province to field inquiries, assist with publicity, registration, academic advising, & study skills tutoring)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts (on campus)

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls and letters to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

7-10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

2 %

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Checked by institution

Name of institution:

University of Toronto
School of Continuing Studies/
Independent Study Program

Address:

158 St. George Street
Toronto
Canada M5S 2V8

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 80 courses (Independent study program)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7):

approx. 3,000 course enrolments

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies (September - December inclusive)
- when to take their exams/final exams (may defer to next scheduled date)
- when to order their study material
- when to send in their assignments (submission is not compulsory)
- other possibilities: programs include optional courses: some courses include optional sections and assignments

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.

Media used in two-way communication counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q51):

- short open ended questions
- multiple choice questions
- short essays
- case studies problems

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51):
no answer

Success rate (average for the three courses with the highest number of enrollments) (Q53):
50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

University of Victoria
Distance Education Group
c/o Division of University Extension

Address:

P O Box 1700
Victoria BC
Canada V8W 2Y2

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 46

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education
(2) social sciences
(6) nursing

(for distance education only)

Number of learners currently enrolled (Q7): 3,000
(for distance education only)

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching; no face-to-face contact
- partly distance education teaching with a few face-to-face elements or supplements (e.g. week-end seminars)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no options

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone service between students and tutors,
  University library, University Bookstore

Media used in two-way communication/counselling and tutoring service (Q30):

- written correspondence, telephone, computer-mediated conferencing

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individual letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5-7 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53):
no answer
(information not available)
success rates for:

- education...	70 %
- soc. sciences	85 %
- medicine (nursing)	90 %
- others	80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer
(information not available)
drop out rates for:

- education...	30 %
- soc. sciences	15 %
- medicine (nursing)	10 %
- others	20 %

Checked by institution

Name of institution:

University of Waterloo
Teaching Resources and Continuing Education

Address:

Waterloo, Ontario
Canada N2L 3G1

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 303

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 25,633

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

(Although the institution does not have study centres per se, there are approximately 20 regional centres scattered throughout the Province of Ontario. These centres are established by students who wish to get together for a variety of reasons - self help groups, study skills programmes, or simply social activities. These groups receive administrative support from our office.)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others:
  - visits by our staff to various remote locations; newsletters for distance students; an annual on campus
  - the institution holds an annual on-campus reception for students. This is an opportunity for students and faculty to meet one another.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
20-25 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
14 %

Checked by institution

Name of institution:

University of Windsor
Part Time Studies

Address:

Windsor, Ont.
Canada, N9B 3P4

Ownership and type of institution (Q2):

official body under public law
(The University of Windsor is a dual-mode institution)

Number of courses (Q4): 30 (total for the institution, not all offered by distance education)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(5) science

(for distance education only)

Number of learners currently enrolled (Q7): 500 (for distance education only)

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: partly voluntary/ partly compulsory (depends on the course)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams*
- when to order their study material*
- when to send their assignments *
- how and when to use counselling services

(* in some courses only)

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
15 %

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checked by institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
65 %
(success rate for curricula:
- grade K - 12: 80 %)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %
(drop-outs rate for curricula:
- grade K - 12: 20 %)

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checked by institution

Name of institution:

Yellowhead School Division No. 12

Address:

Box 1570
Edson, Alberta
Canada T0E 0P0

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): no answer

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agriculture
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 4,600

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies (at grade 10-12 level only)
- how and when to use counselling services (at all levels)

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Name of institution:

Instituto Nacional de Capacitación
Profesional (INACAP)
Instituto Profesional y Centro de
Formación Técnica

Address:

Chesterton No. 7028
Las Condes - Santiago
Chile

Ownership and type of institution (Q2):

private non-profit institution

Number of courses (Q4): 21

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: Administration, technic/technology, services

Number of learners currently enrolled (Q7): 1,026

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: partly voluntary/partly compulsory (at the beginning of new courses; for assessment and exams; for practical work in laboratories/workshops)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to take their exams
- how and when to use counselling services
- days/hours/places of the face-to-face sessions

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ instructional designers

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)/ in addition: administration of courses

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visits to learners by other group members, requested by the institution

Type of continuous assessment (Q38):

- written assignments (self assessment)
- written intermediary exams
- others: terminating exams in the presence of delegates of the institution/practical work

Terminating of courses with examinations (Q40): yes (see Q38)

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable
(the tutor/teacher corrects and comments during the face-to-face sessions)

Types of items for the assignments/exams (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

86 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

6 %

Name of institution:

National Open University

Address:

172 Chung Chen Road,
Lu Chow Country, Taipei County
Taiwan 24702
Republic of China

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 90 (the academic year 1986-89)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages (These courses are similar to those which are offered by the Dept. of Humanity in our university except for "education" which is offered by the Dept. of Social Sciences)

(2) social sciences and law (These are the courses offered by the Dept. of Social Sciences in our university)

(3) economics (Besides this one, the related courses on business, including calculus, computer science, are offered at the Dept. of Business)

Number of learners currently enrolled (Q7): 20,584 (the academic year fall semester 1988)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- laboratories

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material

Media used for teaching (Q10):

radio/ television/ written course units/ face-to-face sessions

(TV and radio are the mainly teaching media besides textbooks and supplementary materials (semi-monthly journal, NOU Newspaper Column) and face-to-face sessions are compulsory so far)

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ instructional developer/ assistants

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts/ letters/ periodicals/ laboratories

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted (the number of assignments varies depending on how many units each course contains; in general, each course is required to give students 2 to 3 graded assignments)
- written intermediary exams and final exams to be taken

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
about 14-20 days

Types of items for the assignments (Q45):

- multiple-choice questions
- yes/no questions
- short essays
- short answers

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
54.73 %
(Success rates for curricula - Q52a:

(1) education...	60.26%
(2) social sciences and law	65.80%
(3) economics	38.12%

(As for the above-mentioned courses (1) (2) (3), please see the description on Q6. The rates are shown according to the statistics of the academic year 1987)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
31.61 %
(Drop out rates for curricula - Q52b:

(1) education...	27.90%
(2) social sciences and law	23.11%
(3) economics	43.81%

(As for the above-mentioned courses (1) (2) (3), please see the description on Q6. The rates are shown according to the statistics of the academic year 1987)

Checked by institution

Name of institution:

Fundación Educativa de Estudios
Superiores (EES)
Facultad de Communicación

Address:

Calle 36 No. 21-51
Bogotá
Colombia

Ownership and type of institution (Q2):

non-profit institution (foundation)

Number of courses (Q4): no answer
(number of curricula: 5)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(6) medicine and medical jobs and professions
(7) others: training for professions in radio and TV
(e.g. speakers)

Number of learners currently enrolled (Q7): 1,380

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Name of institution:

Fundación Universitaria Catolica de Oriente

Address:

Calle 41 # 45-201
Apartado Aéro 008
Rionegro - Antioquia
Colombia

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 137

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 740

Relative importance of face-to-face contacts (Q8):

- partly distance teaching and face-to-face teaching of equal importance
- partly face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- face-to-face contacts

Type of continuous assessment (Q38):

- written intermediary exams
- work in laboratories or in workshops

Terminating of courses with examinations (Q40): yes

- type of examination: written/written and oral exams/workpieces

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable
(no assignments for submission)

Types of items for the assignments (Q45):

not applicable

Commenting upon the assignments submitted (Q46):

not applicable

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

0 %

Name of institution:

Fundación Universitaria Luis Amigó

Address:

Transversal 51A No. 67B-134
Medellín
Colombia

Ownership and type of institution (Q2):

private non-profit institution

Number of courses (Q4): 30

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages

Number of learners currently enrolled (Q7): 1,870

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- corrections of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments for submission
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams/ practical work or investigations

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (only occasionally)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
100 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Name of institution:

Instituto Central Femenino

Address:

Calle 50 No. 41-55
Apartado Aéreo 011421
Medellin
Colombia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): no answer
(curricula: 6)

Educational level of courses offered (Q5a):

basic school education/ professional training ('tecnologico')

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(7) others: Administration

Number of learners currently enrolled (Q7): 1,622

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ films/ slides/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35; this is part of the duties of the coordinator in the regional study centres

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams
- evaluation by the learner himself

Terminating of courses with examinations (Q40): yes

- type of examination: written/written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- partly correction only/partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer
(success rate (Q52a) for:
- education............95%
- administration.......93%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer
(drop out rate (Q52b) for:
- education............ 5%
- administration........7%)

Name of institution:

Pontificia Universidad Javeriana/
Facultad de Educación/
Programa Universidad Abierta/
Sistema de Educación a Distancia

Address:

Cra. 7 # 43-62
Bogotá
Colombia

Ownership and type of institution (Q2):

belonging to an association of some kind (church)

Number of courses (Q4): 30

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 5,400

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)/ administration

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- both: correction only/correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Name of institution:

Unidad Universitaria del Sur de
Bogotá (UNISUR)/
Educación Superior Abierta y a
Distancia

Address:

Carrera 7a No. 6-90
Bogotá
Colombia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 7

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: non-formal education

Subject areas of courses (Q6):

- administration sciences
- animal production sciences
- natural resources management, technology and engineering

Number of learners currently enrolled (Q7): 5,400

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance education (voluntary participation)
- others: administration of the teaching programs / in addition: community centres for education and cultural activities

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners
- activities in order to improve knowledge
- counselling services

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

(written exams and written reports on laboratory practices)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8-15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51):
in process

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
40 %

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checked by institution

Name of institution:

Universidad Antonio Nariño
Instituto de Educación Abierta y a
Distancia (IDEAD)

Address:

Apartado Aéreo 44864
Bogotá
Colombia

Ownership and type of institution (Q2):

private institution (`Corporación Universitaria - Privada')

Number of courses (Q4): 140

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: non-formal education

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(3) economics
(5) mathematics, sciences and engineering
(7) others: computing/data processing

Number of learners currently enrolled (Q7): 9,500

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- distance teaching and face-to-face teaching of equal importance
- face-to-face teaching with supplementary distance teaching material

(perhaps (?): different modes for different programs)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/mobile centres for tutoring-counselling (`cread móvil')

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance education (voluntary participation)
- centres for social participation in the community

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- mobile centres for tutoring-counselling ('cread móvil')

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral/written and oral exams/ projects

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- partly correction only/partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer
(success rates (Q52a) for:
- Education..................62%
- Mathematics and sciences...48%
- Computing/data processing..63%

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer
(non-starter rates (Q52b) for:
- Education.................. 5%
- Mathematics and sciences...13%
- Computing/data processing..10%

(drop out rates (Q52c) for:
- Education..................33%
- Mathematics and sciences...39%
- Computing/data processing..27%

Checked by institution

Name of institution:

Universidad de Antioquia/
Centro de Educación a Distancia

Address:

Apartado Aéreo 1226
Medellin
Colombia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 200

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 2,100

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

(no measures in the meaning of Q35)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
2 %

Checked by institution

Name of institution:

Universidad de Cartagena/
Centro de Educacion Abierta y a Distancia

Address:

Apartado Postal 195/Apartado Aéro 1382
Cartagena
Colombia

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4):

no answer

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 70

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Name of institution:

Universidad de La Sabana/
Instituto de Educación a Distancia -
INSE

Address:

Calle 70A No. 12-08
Apartado Aéreo 53753
Bogotá
Colombia

Ownership and type of institution (Q2):

private non-profit institution (foundation)

Number of courses (Q4): 50

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 2,446

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary (during the periods with predominant distance education)/ compulsory (during the periods with predominant face-to-face teaching)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: regional assistant tutors/counsellors ('monitores'); e.g. advanced students

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- contacts between assistant tutors ('monitores') and learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (at the university)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

0 %

Name of institution:

Universidad de San Buenaventura/
Facultad de Educación -
Programa de Profesionalización a
Distancia (PROD)

Address:

Calle 73 No. 10-45, Apartado Aéreo
75010 - Chapinero
Bogotá, D.E.
Colombia

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 232

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

The university has two additional branches
- at Cali (Apartado Aéreo 7154) with distance-education programs for primary education and religious instruction (RI)
- at Medellín (Apartado Aéreo 7370) with programs for nursery school and primary education

Number of learners currently enrolled (Q7): 1,850

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- distance teaching and face-to-face teaching of equal importance
- face-to-face teaching with supplementary distance teaching material

(different modes for different courses)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Checked by institution

Name of institution:

Universidad de Santo Tomás/
Centro de Educación a Distancia
(CED)

Address:

Carrera 18 No. 9-27
Bucaramanga, Santander
Colombia

Ownership and type of institution (Q2):

private non-profit institution

Number of courses (Q4): no answer
(number of curricula: 9)

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 570

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary/compulsory
(? : no answer)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

no answer

Local study centres (Q16): no

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
1 %

Name of institution:

Universidad del Tolima/
Centro Especial de Educación a Distancia[1]

Address:

Apartado Aéreo 546
Ibague - Tolima
Colombia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 155

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education ('Licenciatura en Educación pre-escolar', and 'Licenciatura en Educación Básica Primaria')
(3) economics ('Tecnología en Gestion Bancaria')
(4) agricultural sciences, agricultural professions ('Tecnología Agropecuaria')

Number of learners currently enrolled (Q7): 2,763

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1) dual mode institution; the distance teaching program is run by the distance education centre

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations. (The tutorials take place each week for two hours)

face-to-face sessions, if offered: voluntary (for predominantly theoretical courses) / compulsory (for courses with predominant practical work)

(tutorials: two hours per subject every week, i.e. a student studying 6 subjects within one term, will take 3 for 2 months and then the 3 remaining ones for the next 2 months, so that he will have 6 hours tutorial every Saturday)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: field studies and practical work

Participants of course teams (Q13/14):

- subject specialists/ tutors/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- face-to-face teaching (compulsory for students)
- others: administration and organization (the regional centres install a curriculum each time when the number of 33 (min.) students per region and curriculum/discipline is reached)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- commenting of the achievements in exams[2)]
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the sense of Q35; but regular contacts with the tutors - see remark at Q8

Type of continuous assessment (Q38):

- written intermediary exams
- oral intermediary exams
- practical work

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams/ practical work/ research

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable; no assignments

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2) written assignments for submission are not offered in any course

Types of items for exams (Q45):

- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

(All exams have to be taken in the presence of delegates of the university)

Commenting upon the assignments submitted (Q46)

not applicable, but the tutors comment the performance in the exams

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

85 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

0 %

Checked by institution

Name of institution:

Universidad Industrial de Santander/
Facultad de Estudios a Distancia -
FEDI

Address:

Apartado Aéreo 1333
Bucaramanga
Colombia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 80

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 1,357

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary/compulsory (for practical work)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ films/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: practical work

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

15 days (for assignments); 8 days (for exams)

Types of items for the assignments (Q45):

- short open ended questions
- multiple choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self chosen subject from the course
- samples of learner's work
- practical work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

5 %

Name of institution:

Universidad Mariana/
Decanatura de Educación Abierta y a Distancia

Address:

Calle 18 No. 34-104
Apartado Aéreo 811
Pasto
Colombia

Ownership and type of institution (Q2):

private non-profit institution

Number of courses (Q4): 6

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 420

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary/compulsory
(? : no answer)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams
- practical work, investigations

Terminating of courses with examinations (Q40): yes

- type of examination: written/ oral/ written and oral exams/ investigations

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- partly correction only/partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
55 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Name of institution:

Universidad Pedagogica y Tecnologica
de Colombia/
Instituto de Educación Abierta y a
Distancia

Address:

Tunja - Boyacá
Colombia

Ownership and type of institution (Q2):

state-owned/ official body under public law

Number of courses (Q4): 30

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(3) economics

Number of learners currently enrolled (Q7): 320

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ films

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of circular letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

40 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

60 %

Name of institution:

Universidad Pontificia Bolivariana/
Escuela de Educación y Humanidades

Address:

Calle 53 No. 40-65
Medellín
Colombia

Ownership and type of institution (Q2):

belonging to an association of some kind (church)

Number of courses (Q4): 130

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, languages
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 300

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- between different media

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

no course teams

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls to learners

Type of continuous assessment (Q38):

- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for assignments/exams (Q45):

- short open-ended questions
- short essays
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments (comments are made during the face-to-face sessions in the regional study centres)

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Checked by institution

Name of institution:

Universidad Popular del Cesar[1]

Address:

Calle 16 No. 4-100 Apartado Aéreo
590
Valledupar - Cesar
Colombia

Ownership and type of institution (Q2):

state-owned/ official body under public law

Number of curricula (Q4): 12

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education
(2) social sciences
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) engineering and technical professions
(7) others: administration

Number of learners currently enrolled (Q7): 365

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[1] The institution is connected with the 'Unidad Universitaria del Sur de Bogota (UNISUR)'.

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- distance teaching and face-to-face teaching of equal importance
- face-to-face teaching with supplementary distance teaching material[2]

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists and/or students of the subject in question and/or media specialists

Local study centres (Q16): yes

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

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[2] probably (?) different modes for different courses

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- meetings of learners and people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 - 8 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- partly correction only/ partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(Q52a):** different for the subjects areas:

agriculture:	40 %;
engineering and technical professions:	80 %;
education:	90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Universidad Estatal a Distancia
(UNED)

Address:

San José
Costa Rica

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 260 courses

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education and the humanities
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) sciences
(6) medicine and medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 12,863

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before examinations)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services
- between different media (written material compulsory)

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ telephone/ face-to-face sessions/ laboratories, workshops/ others: periods of practical training

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory only for students' work in laboratories)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

Range of flexibility (depending on the curriculum):
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication / counselling and tutoring service (Q30):

telephone/audio tapes/direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls to learners (somtimes only)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams/final project

Average turn-around time for tutor's correction and comments of the assignments (Q44):

15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction only
(in case of project work there are additional comments)

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53):

35 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

26 %

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Checked by institution

Name of institution:

Danmarks Brevskole

Address:

77 Svanenmollevej
DK-2900 Hellerup
Denmark

Ownership and type of institution (Q2):

private, commercial institution (state controlled correspondence school under supervision by the Danish Ministry of Education)

Number of courses (Q4): 100

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering/technical professions

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

no answer

Local study centres (Q16): no

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40):

no answer

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no answer

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51):

no answer

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Forsvarets Brevskole / 1

Name of institution:

Forsvarets Brevskole

Address:

Artilleristok Kastellet 14A
DK-2100 Kobenhavn
Denmark

Ownership and type of institution (Q2):

state-owned
(The brevskole is a military correspondence school only accepting students belonging to defence forces or other state institutions)

Number of courses (Q4): 60

Educational level of courses offered (Q5a):

others: military courses and curricula

Subject areas of courses (Q6):

others: military courses and curricula

Number of learners currently enrolled (Q7): 15,000

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact (for courses)
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)/for curricula

face-to-face sessions, if offered: compulsory

Forsvarets Brevskole / 2

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
  (for courses only)

Media used for teaching (Q10):

written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question

Local study centres (Q16): no

Evaluation of courses and media (Q18): no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions (curricula only)
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
  (for curricula only)

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (for curricula)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10-14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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checked by institution

Name of institution:

Hjemmeværnsskolen
Brevskolesektionen
Nymindegablejren

Address:

DK-6830 Norre Nebel
Denmark

Ownership and type of institution (Q2):

state-owned:
the correspondence school is part of the Home Guard School (Hjemmeværnsskolen) which is accepting students mainly belonging to the Home Guard. The Home Guard consist of 72,000 men and women who form a militia alongside the regular armed forces.

Number of courses (Q4): 38 correspondence courses (plus 56 face-to-face courses)

Educational level of courses offered (Q5a):

The level of training cannot be compared with usual educational training level (such as upper secondary or university):
the students of the institution represent all trades and levels of education.

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(7) others: military subjects

Number of learners currently enrolled (Q7): 8,060

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions: most of them compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

television, close circuit TV/ written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions (share of the different media: written ≈ 60 % / face-to-face ≈ 30 %)

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): local study centres are spread all over the country. They are run by local authorities which request support from our school.

Function of the study centres (Q17):

- partly face-to-face teaching (compulsory for students)
- partly support of distance education (voluntary participation)
- others: operational training of company staffs

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/ fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct contact (during a face-to-face course)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes
(in some courses)

- type of examination: written/ others: general assessment of the ability as an instructor etc.

(The acquisition of a course certificate depends exclusively on the marks acquired in assignments for some courses; for other courses the acquisition of a certificate depends exclusively on the student's achievements in a final exam)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (for the three courses with the highest number of enrollments) (Q53)
60 % / 78 % / 71 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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new; not checked

Name of institution:

jysk åbent universitet (JÅU)

Address:

Niels Juelsgade 84
8200 Århus N
Denmark

Ownership and type of institution (Q2):

state-owned

(JÅU is a joint venture between the university of Aarhus, the university centre of Aalborg, and South Jutland university centre Esbjerg)

Number of courses (Q4): 20

> (The JÅ3 offers three different types of courses:
> a) Part I of conventional university degree courses (a two-year course of studies for full-time students which, under the JÅU, last from 3 1/2 to 4 years). Completion of theses courses entitles students to a degree that is approximately equivalent to B.A.
> b) so-called "ground-" or year-courses that can be concluded with an examination and which provided that they are within the same subject, can be combined enabling the student to end up with a degree
> c) continuing education courses without formal examinations.
> (From: A short introduction to the Jutland Open University)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences and law
(3) economics

Number of learners currently enrolled (Q7): 700

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

> (The JÅU cares much about the social contact between teacher - who is also tutor and counsellor and examinator and author of course material - and the student and among the students)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions/ computer conferencing/ national broadcast radio and TV (in some courses)

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): JÅU shares study centres with other institutions and have 5 regional study centres equipped with computer and videomaterial

Function of the study centres (Q17):

face-to-face teaching (compulsory for students) and computer conferencing

Evaluation of courses and media (Q18): yes

Statistical data on students are recorded. Evaluation on computer conferencing in distance education.

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- contacts with learners initiated by the institution
- computer conferencing

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts/ computer conferencing

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners
- computer conferencing

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

(the type varies with the different stages. JÅU normally begins with shorter essays and ends up with a long essay for examination)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

computer used for commenting on assignments

Success rate (average for the three courses with the highest number of enrollments) (Q53)
50 %
(If one ignores the initial drop out in the first three months of the course a success rate of 70 - 75% is attained)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
33 %

Checked by institution

Name of institution:

Monsteds Kursus

Address:

Jyllandvej 15 / Postboks 233
DK-2000 Frederiksberg Kobenhavn
Denmark

Ownership and type of institution (Q2):

private, commercial institution (state controlled correspondence school)

Number of courses (Q4): 32

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(5) mathematics
(7) others

Number of learners currently enrolled (Q7): 2,331

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

3 - 4 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

40 - 50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

2 - 3 %

Checked by institution

Name of institution:

Centros Apec de Educación a
Distancia (CENAPEC)

Address:

Ave. Máximo Gómez No. 72, Apdo 1497
Santo Domingo
República Dominicana

Ownership and type of institution (Q2):

private non-profit institution

Number of courses (Q4): 10

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

no answer

Number of learners currently enrolled (Q7): 11,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ others: tutorials

Participants of course teams (Q13/14): no teams

- subject specialists write the teaching material

Local study centres (Q16): yes

Function of the study centres (Q17):

- face-to-face teaching (voluntary for students)
- others: administrative functions

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

(no measures in the meaning of Q35)

Type of continuous assessment (Q38): no continuous assessment

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
not applicable

Types of items for the written exams (Q45):

- multiple-choice questions
- short essays

(exams are taken in the presence of delegates of the institution)

Commenting upon the exams (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): not applicable

Success rate (for the curriculum: `ciclo de Bachillerato') (Q52a)

28 %

Drop-out rate (for the curriculum: `ciclo de Bachillerato') (Q52b):

72 %

Checked by institution

Name of institution:

The University of the South Pacific
Extension Services

Address:

P O Box 1168
Suva
Fiji

Ownership and type of institution (Q2):

owned by 11 states

Number of courses (Q4): 125

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics, accounting, management, computing studies
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 6,500 (per semester)

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

(It depends on the degree of isolation of the student.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services
- extension of one-semester course to two semester

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ face-to-face sessions/ laboratories, workshops/ others: Satellite tutorials

Participants of course teams (Q13/14):

- subject specialists/ course developers/ instructional designers/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution
- through local tutors based at Centres

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts/ satellite

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners
- NEESA (nice early, easy, short assignment) as first exercise

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work
- research projects

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

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checked by institution

Name of institution:

KVSK-Institute (Kansanvalistusseuran Kirjeopisto)

Address:

Neljäslinja 24
00530 Helsinki
Finland

Ownership and type of institution (Q2):

belonging to an association of some kind (cultural organisation)

Number of courses (Q4): 120 correspondence courses
5 big "combined" programs

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: recreational studies

(The certificates are not officially recognized; the exams must be taken afterwards and elsewhere)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages, communications
(2) social sciences
(3) economics and jobs in the areas of commerce
(4) agricultural sciences, agricultural professions (only 1 course left in 1989)
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 6,115 (+ those continuing from the previous year)

[1989 expectation: 3,000 correspondence course students
2,500 other participants (other programs)]

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary
(in special programs essential/ compulsory)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum
- growing (in the future programs eg. "Communications")

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions (in some programs)
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution (not very essential)

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- assignments to be submitted (written or spoken on cassettes)

Terminating of courses with examinations (Q40): yes (not compulsory for certificates)

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
4-14 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction with additional comments and reference remarks

Use of a computer for the correction and commenting upon assignments (Q51):
no (for most courses; computer used for the assignments in computer courses)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10-20% (estimated)

Checked by institution

Name of institution:

Markkinointi - Instituutti
(The Institute of Marketing)

Address:

Töölöntullinkatu 6
00250 Helsinki
Finland

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 380

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) languages
(3) economics and jobs in the area of commerce and economics

Number of learners currently enrolled (Q7): 6,700

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media (in some cases)
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders (computerized letters)
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes
(CADE-kind of system; 20%)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
75 %
(success rate for curriculum -Q52a:
(3) economics........60 %)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
6 %
(drop out rate for curriculum -Q52b:
(3) economics........25 %)

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checked by institution

Name of institution:

MJK - Merkonomien
Jatkokoulutuskeskus ry

Address:

Perämiehenkatu 11 A
00150 Helsinki
Finland

Ownership and type of institution (Q2):

official body under public law and belonging to an state-wide association of commercial college graduates

Number of courses (Q4): 9

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) social sciences and law
(3) economics

Number of learners currently enrolled (Q7): 722

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility (in the meaning of Q9)

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16):

no study centres owned by the institution, but MJK uses study centres of other institutions

Function of the study centres (Q17):

face-to-face teaching

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone (in some cases, not in general)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14-18 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers) (really seldom)
- short essays
- samples of learner's work
- others: problem solving cases

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
1987-88: 87.5 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
1987-88: 12.5 %

Checked by institution

Name of institution:

The Finnish Export Institute/
Distance Education Programmes in
Marketing

Address:

P.O.Box 41
SF-00131 Helsinki
Finland

Ownership and type of institution (Q2):

other type of institution: state supported private organization

Number of courses (Q4): 2 (distance-education programme only)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(3) economics

Number of learners currently enrolled (Q7): 179

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility (in the meaning of Q9)

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no curricula

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams/ case-study exams (written answer plus oral discussion and feed-back)

Average turn-around time for tutor's correction and comments of **the assignments** (Q44):

14 days

Types of items for the assignments (Q45):

- short open-ended questions
- longer paper on a self chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): not yet

Success rate (average for the three courses with the highest number of enrollments) (Q53)

92 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

3 %

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checked by institution

Name of institution:

TIETOMIES

Address:

Wavulinintie 3
00210 Helsinki
Finland

Ownership and type of institution (Q2):

official body under public law/private, commercial institution

(The institute belongs to a group of companies, both private, cooperative and state-owned)

Number of courses (Q4): 120

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

(TIETOMIES is a training centre for middle management and supervisory personnel/ technical correspondence institute)

Subject areas of courses (Q6):

(1) languages
(3) law
(5) engineering and technical professions

Number of learners currently enrolled (Q7): 2,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes
(no study centres owned by the institution, but rented ones in different places or in co-operation)

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction only/correction and additional comments

(mostly not-individualised model answers: about 90%; seldom additional personal comments)

Use of a computer for the correction and commenting upon assignments (Q51): yes
(the computer corrects and comments automatically a certain portion of the assignments)

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
50 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
10 %

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Checked by institution

Name of institution:

Universität Jyväskylä
Jyväskylä Sommeruniversität

Address:

Seminaarinkatu 15
SF-40100 Jyväskylä
Finland

Ownership and type of institution (Q2):

state-owned/ official body under public law

Number of courses (Q4): 160

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) sciences

Continuing Education Centre:
1) Management Training
2) Teacher In-Service Training
3) Language and Communication Skills
4) Social Sciences
5) Physical and Health Education
6) Computing Technology
7) Congresses

Open University Instruction
Summer University:
- Courses for School Pupils
- Vocational In-Service Training
- University for the Aged

Number of learners currently enrolled (Q7): 13,800

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ electronic data processing (EDP on mainframe)/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no diploma

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- oral intermediary exams

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments)
98 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
2 %

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checked by institution

Name of institution:

Centre Audiovisuel des Universités
de Paris

Address:

12, Place du Panthéon
75231 Cedex 05
France

Ownership and type of institution (Q2):

state-owned

(The institution is the audiovisual centre of the universities of Paris: Paris I, II, V, X, XI, XII, and XIII)

Number of courses (Q4): 30

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) law

Number of learners currently enrolled (Q7): 1,500

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

No flexibility in the meaning of Q9

Media used for teaching (Q10):

radio/ television/ audio tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum (for D.E.U.G.)
- medium/fixed curriculum, but it contains alternatives (for 'Licence en Droit')

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone contacts

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Fédération Interuniversitaire de l'Enseignement à Distance (FIED)

Address:

Université de Paris I
12, Place du Panthéon
F-75231 Paris CEDEX 05

Présidente de la FIED
TELEDIX - Bureau E217
200, Avenue de la République

Ownership and type of institution (Q2):

The FIED was created in 1987 and includes 22 universities (with centres or departments for distance teaching): among them the Univ. de Provence Aix-Marseille I, Univ. de Franche-Comté, Univ. de Bordeaux III, Univ. de Caen, Univ. de Bourgogne, Univ. de Sciences Sociales de Grenoble II, Univ. de Lille III, Univ. de Montpellier III, Univ. de Nancy II, Univ. de Nantes; Univ. de Paris I (Centre audio-visuel, Radio Sarbonne), III (Sarbonne Nouvelle), VI (Unité d'enseignement et de recherche), X (Nanterre); Univ. de Reimes, Univ. de Rennes II, Univ. de Rouen, Univ. de Strasbourgh II, Univ. de Toulouse II.
(The majority of the centres developed between 1963 and 1980, teaching art social sciences (classical and modern literature, philosophy, psychology, sociology, educational sciences, history, geography, languages, apllied languages) and law studies, developed in very different ways, governed by their 'host' universities.)
The FIED is responsible for coordinating the activities of the different centres.

Educational level of courses offered (Q5a):

university study: three types of degree:
- DEUG, diplome d'études universitaire générales (1 st level) - two years
- 'licence', equivalent to a degree (2nd level) - a third year
- 'maitrise', (3rd level) - a fourth year

Subject areas of courses (Q6):

cf. Q2
(The choice of subjects available for study at the distance teaching centres depends upon the university teaching resources, and agreement with the Ministry of Education.)

Number of learners enrolled (Q7): 26,000 (in 1987)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

(varies with/depends on subject and the policy of the centre or of the university)

Media used for teaching (Q10):

radio/ television/ written course units/ audio cassettes/ video tapes/ electronic mail and computers / telephone/ face-to-face sessions/ supervised group work/ home kids (for physics and chemistry experiments)

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ electronic mail/ tutorial sessions/

assessment (Q38) / examinations (Q40):

Each centre applies the policy of its university in the writing and running of its curriculum, both in terms of the numbers of U.E. (units of teaching) that the student must successfully complete to obtain a qualification, and in setting the standards and criteria for that qualification.

Source: EADTU Directory 1988, pp. 17-22

Name of institution:

Groupe ESA/CERCA (Centre Privé
d'Enseignement a Distance)/
Etablissement de formation
conventionné par le Ministère de
l'Agriculture

Address:

33 Rue Rabelais
B.P. 748
4907 Angers Cedex
France

Ownership and type of institution (Q2):

private institution

Number of courses (Q4): 300

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others

Number of learners currently enrolled (Q7): 950

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory (for the preparation of exams)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists together with staff members

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum (BEPA, BTS, CPECF)
- parly medium/fixed curriculum, but it contains alternatives (BTA)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- others: appointments for telephone contacts

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes
(70 % of courses)

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10-15 days

Types of items for the assignments (Q45):

- short open-ended questions
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %
(The rate varies depending on the course; between 30% and 100%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
3-5 % (see above)

Name of institution:

L'Institut de Formation du Crédit
Agricole Mutuel (IFCAM)/
Centre d'Enseignement Technique du
Crédit Agricole (CETCA)

Address:

68, Rue La Boétie
75008 Paris
France

Ownership and type of institution (Q2):

institution belonging to an association of some kind (bank)

Number of courses (Q4): 18

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ further professional training (after basic professional training and/or job experience) /others: training of correctors

Subject areas of courses (Q6):

(2) law, taxation
(3) economics (banking), accounting, financial analysis, methodology and problem resolution, insurances, marketing, management

Number of learners currently enrolled (Q7): 8,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face contact in the banks belonging to the Group

Flexibility in pacing and teaching methods/options for students (Q9):

(no flexibility in the meaning of Q9)

Media used for teaching (Q10):

written course units/ electronic data processing (EDP on mainframe)

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives and choice of courses in the 3d year

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments

Media used in two-way communication/counselling and tutoring service (Q30):

(no two-way communication in the meaning of Q30)

Measures to reduce the non-starter and drop-out rates (Q35):

(no measures in the meaning of Q35)

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- longer paper on a set subject
- case studies

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
50 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
5 %

Checked by institution

Name of institution:

Paris III Sorbonne Nouvelle   Radio Correspondance Centre

Address:

17 rue de la Sorbonne   13 rue de Santeuil
75005 Paris   75005 Paris
France

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 16

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) languages (Licence d'Anglais)

Number of learners currently enrolled (Q7): 220 (1988-89)

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact (except for occasional interviews with the staff, at the student's request)

Flexibility in pacing and teaching methods/options for students (Q9): none

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ telephone

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated and direct face-to-face contacts
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

no continuous assessment

Terminating of courses with examinations (Q40): yes

- type of examination: written/ written and oral exams (exactly the same as those taken by their fallow-students who regularly attend the university courses)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

20 - 30 days

Types of items for the assignments (Q45):

- longer paper on a set subject from the course
i.e. - literary essay on a given topic
    - literary translations from French into English & vice versa
    - linguistic & grammatical exercises

Commenting upon the assignments submitted (Q46)

- correction and additional comments (in addition "corrigé" of essays and/or various exercises)

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53):
25 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Checked by institution

Name of institution:

TELEDIX
Université de Paris X Nanterre

Address:

200, Avenue de la Republique
92001 Nanterre Cedex
France

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 210

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 2,050

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

(but students have the opportunity to come to campus)

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

no continous assessment

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
40 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Checked by institution

Name of institution:	
Université de Nancy II	**Centre de Télé-Enseignement Universitaire**
Address:	
25 rue Baron Louis **54000 Nancy** **France**	**6 avenue Hyppolyte Maringer** **B.P. 33.97** **54015 Nancy Cedex** **France**

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 36

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(3) economics

Number of learners currently enrolled (Q7): 1,001

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary/compulsory
(? : no answer)

Flexibility in pacing and teaching methods/options for students (Q9):

(No flexibility in the meaning of Q9)

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ others: phases of practical work

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists (sometimes)
- subject specialists/ media specialists (sometimes)
- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives (for `Licence')
- high/courses in the curriculum can be chosen freely within a set framework (for `DEUG')

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence (sometimes)/ telephone (sometimes)/ audio tapes/ direct (face-to-face) contacts (phases of practical work)

Measures to reduce the non-starter and drop-out rates (Q35):

(No measures in the meaning of Q35)

Type of continuous assessment (Q38):

- others: short research paper/memorandum

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10-15 days

Types of items for the assignments (Q45):

- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
36 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
50 %

Checked by institution

Université Rennes 2 / 1

Name of institution:

Université Rennes 2

Address:

6 avenue Gaston-Berger
35043 Rennes Cedex
France

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 130

Educational level of courses offered (Q5a):

further education at school and basic professional training / university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences and law
(3) economics

Number of learners currently enrolled (Q7): 2,100

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

A limited degree of flexibility depending on state requirements.

Université Rennes 2 / 2

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

No measures in the meaning of Q35.

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Université Rennes 2 / 3

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- translations

Commenting upon the assignments submitted (Q46)

no answer

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

55 %

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checked by institution

Name of institution:

Université de Rouen
Centre de Tele-enseignement

Address:

Haute-Normandie
F-76130-Mont-Saint-Aignan
France

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 5

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) law

Number of learners currently enrolled (Q7): 400

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

no answer

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

no answer

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

9 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

60 %

Checked by institution

Name of institution:

Université du Mirail
Service d'Enseignement à Distance

Address:

5 Allées Machado
Toulouse
France

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 350 courses

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics

Number of learners currently enrolled (Q7): 3,500

Relative importance of face-to-face contacts (Q8):

different alternatives possible:
- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ films

Participants of course teams (Q13/14):

- subject specialists/subject specialists and students

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: mediated contact (telephone)

Media used in two-way communication / counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

note: various types of tasks are used; the type of task is chosen by the teacher(s) with regard to the subject matter

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53):
20 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Name of institution:

Berufsförderungszentrum Essen e.V.
(BFZ)

Address:

Altenessener Straße 80-84
D-4300 Essen 12
Federal Republic of Germany

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 15

Educational level of courses offered (Q5a):

basic school education/ further education at school and preparation for professional training

Subject areas of courses (Q6):

(1) languages
(5) mathematics, sciences and technical professions

Number of learners currently enrolled (Q7): 5,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (fully automatic correction and commenting)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
6 %

Checked by institution

Name of institution:

Deutsches Institut für Fernstudien
(DIFF) an der Universität Tübingen

Address:

Wöhrdstraße 8
D-7400 Tübingen
Federal Republic of Germany

Ownership and type of institution (Q2):

other type of institution: private foundation (funded by state)

(The DIFF as a research institute cooperates with universities, teacher in-service/adult education institutions and broadcasting organizations on the development of programmes/courses - e.g. "Funkkollegs" (radio-based programmes) or "Fernsehkollegs" (TV-based programmes), teacher or adult education and continuous education for other target groups training in various subject areas: for example: biology, educational psychology etc. on their evaluation and on research in fields relevant for independent distance studies.)

Number of courses (Q4):

32 (at present) in the process of development, evaluation and research (those courses for which the study materials are available, but research etc. is finished are not counted).

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience); others: general advanced further education

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences
(6) medicine and medical jobs and professions
(7) others: general advanced further education

Number of learners currently enrolled (Q7):

(not applicable; the DIFF does not enroll students; the cooperating institutions are responsible for the running of the programmes)

Relative importance of face-to-face contacts (Q8):

- distance teaching with relatively little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly also: distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ slides/ personal computers (PC; e.g. for sciences or mathematics)/ telephone/ face-to-face sessions ("Seminare"; in some courses for education)/ laboratories, workshops (e.g. for sciences)

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

(but there are regional study groups - e.g. in cooperation with "Volkshochschulen", i.e. local evening schools)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a certificate (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

(The cooperating institutions are responsible for two-way communication in the sense of Q29)

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

(not applicable; see Q29)

Type of continuous assessment (Q38):

- written intermediary exams (for "Funkkolleg"; see Q2)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (not for all programmes)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no answer

Types of items for exams/ assignments (Q45):

- multiple-choice questions (for "Funkkollegs")
- paper on a set subject ("Hausarbeit")

Commenting upon the assignments submitted (Q46)

- correction and additional comments (for "Funkkollegs")

Use of a computer for the correction and commenting upon assignments (Q51): yes
(automatic correction and commenting; computerized letters; for "Funkkollegs")

Success rate (average for the three courses with the highest number of enrollments) (Q53)
40 % (for "Funkkollegs")

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 % (for "Funkkollegs")

Checked by institution

Name of institution:

FernUniversität - Gesamthochschule -
in Hagen

Address:

Postfach 940
D-5800 Hagen
Federal Republic of Germany

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 900

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 29,658

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops/ others: floppy discs, equipment for electrotechnical experiments at home

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives (in the choice of major and subsidiary subject for the 'Magister Artium'-curriculum)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

(no measures in the meaning of Q35)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes
(LOTSE-system: Computer-marked assignments for courses with high numbers of enrollments; the computer corrects and comments; computerized letters)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
20-30 % (estimated)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30-50 % (estimated)

Checked by institution

Name of institution:

Studiengemeinschaft Darmstadt (sgd)

Address:

Ostendstraße 3
D-6102 Pfundstadt
Federal Republic of Germany

Ownership and type of institution (Q2):

private institution

Number of courses (Q4): 67

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for upper secondary level ("mittlere Reife" and entrance qualifications for university studies ("Abitur") etc.)/ further professional training (after basic professional training and/or job experience)/ others: recreational and hobby courses

Subject areas of courses (Q6):

(1) education, the humanities, the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences and technical professions

Number of learners currently enrolled (Q7):

no answer

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no (only by seminar)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact (by seminar)
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

14 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Checked by institution

Name of institution:

Technische Fachhochschule Berlin
(TFH)/
Fernstudieninstitut

Address:

Luxemburgerstraße 10
D-1000 Berlin 65
Federal Republic of Germany

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 8 (2: social sciences and law
3: sciences and engineering
3: courses on safety provisions for workers)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ others: post graduate

Subject areas of courses (Q6):

(2) social sciences and law
(5) sciences and engineering
(7) others: courses on safety provisions for workers

Number of learners currently enrolled (Q7): 400

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies (for some courses: choice between beginning in april or october)
- when to send their assignments

Media used for teaching (Q10):

written course units/ slides/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ experts with practical experience from the industry/ delegates from administrative authority or government

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2-3 weeks

Types of items for the assignments (Q45):

- longer paper on a set subject
- analyses of practical examples/situations

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
95 % (from those starting; 71 % from the total number of enrollments)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
25 %

Checked by institution

Name of institution:

Accra Academy

Address:

P.O.Box 501
Accra
Ghana

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 21

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agricultural sciences
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 1,093

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

radio/ written course units/ films/ slides/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

not applicable

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Civil Service Correspondence College

Address:

69a - 71a High Street
Ware
Hertfordshire SG12 9BU
U.K.

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 200

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ others: vocational

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 3,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purpose)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists/ home study specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

not available

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

not available

Checked by institution

Name of institution:

Cornwall College

Address:

Pool
Redruth Cornwall TR15 3RD
Great Britain

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): various
(number of programs: 40
number of curricula: 12)

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: update training for industry and commerce

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: catering

Number of learners currently enrolled (Q7): 120

(number of distance learners: 120)

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary/compulsory (for management courses)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- partly subject specialists/ students of the subject in question/ media specialists
- partly subject specialists/ media specialists
- partly subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
4 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 %

Checked by institution

Name of institution:

Doncaster Metropolitan Institute of Higher Education

Address:

Waterdale
Doncaster DN1 3EX
GB

(The Doncaster Metropolitan Institute of Higher Education is a dual-mode institution. Distance education is only a small part of the institute. The following answers refer to the distance-education work of the institute.)

Ownership and type of institution (Q2):

state-owned institution

Number of courses (Q4): no answer
(2 curricula)

Educational level of courses offered (Q5a):

others: correspondence courses (institute of quarrying, institute of asphalt technology)

Subject areas of courses (Q6):

(7) others: - quarrying
- asphalt technology

Number of learners currently enrolled (Q7): 370

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes/ telephone/ face-to face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation) (depends on course)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners
- others: contact company

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essay on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
3 %

checked by institution

Name of institution:

ICS LTD

Address:

8 Elliot Place
Clydeway Centre
Glasgow G3 8EF
Great Britain

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 56

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: leisure

Number of learners currently enrolled (Q7): 15,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 - 10 days

Types of items for the assignments (Q45):

- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

International Extension College
(IEC)

Address:

Office D, Dales Brewery
Gwydir Street
Cambridge CB1 2LJ
Great Britain

Ownership and type of institution (Q2):

other type of institution: a non-profit-making educational body

(IEC exists to provide help and information to third world countries on distance teaching. IEC has close links with the Department of International and Comparative Education, University of London Institute of Education, and the National Extension College, Cambridge

IEC helps and provides information in five ways:
- by assisting governments and institutions to start distance teaching
- by providing consultancy on distance teaching
- by conducting training for people working or planning to work in distance teaching
- by conducting research, producing publications and organizing conferences
- by providing information)

The following refers to the training program of IEC:

Number of courses (Q4): 3 (courses at a distance)

Educational level of courses offered (Q5a):

university study and further professional training/ others: courses on distance education techniques

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 0 distance learners in 1987; 24 face-to-face course participants

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly face-to-face teaching with supplementary distance teaching material

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course materials/face-to-face sessions

Local study centres (Q16): no

Name of institution:

Luton College of Higher Education/
Open Learning Unit

Address:

Park Square
Luton
Bedfordshire LU1 3JU
Great Britain

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): no answer

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 9,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

or

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)

50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

30 %

Checked by institution

Name of institution:

O.W.T.L.E.T. (Other Ways to Learn - Educational Technology)
Harrogate College of Arts and Technology/ Open Learning

Address:

c/o Hornbeam Park
Harrogate - North Yorkshire
United Kingdom

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): no answer

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/others: recreational leisure topics

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others: recreational leisure topics

Number of learners currently enrolled (Q7): 380

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: supporting textbooks

Participants in course development (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)
Tutorials venue

Evaluation of courses and media (Q18): yes

where assessed - the appropriate validating body

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ exchange of audio cassettes in mail

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams (voluntary)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

number of days unknown
(time varies; all courses are self-pacing)

Types of items for the assignments (Q45):

(Varies in a multiplicity of different courses; far too complex to identify. In any case the detail varies each month. We have a dynamic situation.)

Commenting upon the assignments submitted (Q46)

- correction and additional comments, diagnostic

Use of a computer for the correction and commenting upon assignments (Q51): no

üSuccess rate (average for the three courses with the highest number of enrollments) (Q53)

95 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

5 %
(O.W.T.L.E.T. has a detailed counselling system with no obligation to enroll. This acts as a filter and drastically reduces drop out.)
Take-up rate appprox. 60 %

Checked by institution

Name of institution:

The Rapid Results College (RRC)

Address:

Tuition House
27/37 St. George's Road
London SW19 4DS
Great Britain

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 600

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: vocational

Subject areas of courses (Q6):

(1) the humanities, languages
(2) social sciences and law
(3) economics and jobs in the areas of commerce/ accountancy
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 100,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/video tapes/ electronic data processing (EDP on mainframe)

Participants of course teams (Q13/14):

- subject specialists/ home study specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions (occasionally)
- answering of learners' queries, requests etc.
- others: telephone contact between tutor and learner, initiated by learner

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- phone calls to learners
- others: contacts with learners' employers

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written/(some) oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not available

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not available

Checked by institution

Name of institution:

South West London College
Streatham Centre

Address:

Abbotswood Road
London SW16 1AN
Great Britain

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): one BTEC Higher National Certificate in business and finance

Educational level of courses offered (Q5a):

Equivalent to work on a degree level course

Subject areas of courses (Q6):

(2) social sciences and law
(3) economics
(7) others: finance

Number of learners currently enrolled (Q7): 230

Relative importance of face-to-face contacts (Q8):

- distance teaching with face-to-face elements

face-to-face sessions: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives
- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

updated design of course materials

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams and practical group work

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
50 %

Non-starter rate for courses (Q52c):

30 %

Checked by institution

Name of institution:

Telford College of Further
Education/
Open Access

Address:

Crewe Toll
Edinburgh EH4 2NZ
Great Britain

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 300
(This is continuously changing as more modules are developed)

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(7) others: - catering; hairdressing
- construction

Number of learners currently enrolled (Q7): ≈ 3,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams (for some courses)
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: practical equipment in home

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

or
- high/courses in the curriculum can be chosen freely within a set framework

(This depends on diploma/certificate studied)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written/oral exams
  (some continuously assessed, some national written/oral exams depending on subject-area)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2-3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

The Open University

Address:

Walton Hall
Milton Keynes,
MK7 6AA
Great Britain

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 318

	1987	1988
(undergraduate:	129	133
CE:	32	28
taught masters:	4	4
associate...:	126	135)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ others: adult education - community education

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts
(2) social sciences
(3) economics
(4) agriculture
(5) mathematics, sciences and engineering
(7) others: Management

Number of learners currently enrolled (Q7): 96,224

	1987	1988
undergraduate:	68,037	71,567
taught masters degree students:	695	1,511
postgraduates:	607	689
associates:	11,734	12,031
short associate course students:	8,418	10,426

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary (tutorials/ counselling sessions)/ compulsory (residential schools)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services (optional use)

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: videodiscs, computer conferencing, electronic mail

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

or

- high/courses in the curriculum can be chosen freely within a set framework

(depends on program)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: residential schools

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- preparation packages for new undergraduates

Type of continuous assessment (Q38):

- written assignments to be submitted
  (computer marked assignments: CMA
  tutor marked assignments: TMA)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
20-25 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

(type varies depending on program within subject area and/or course)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes
(fully automatic correction by computer (CMA), but not as sole means)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not applicable

(course pass rates for 1986		1987:
- arts:	74 %	72.4%
- social sciences	71 %	71.7%
- education	69 %	67.8%
- mathematics	67 %	68.2%
- sciences	69 %	68.4%
- technology	66 %	66.1%
- U courses	72 %	69.6%
- P/E courses	70 %	
- all student courses	70 %	69.4%

50-55% of registered undergraduates acquire a degree)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
(continuing undergraduates 1988:
drop out from allocation --> final registration = 12%

new undergraduates: drop out from initial --> final registration = 28%)

Checked by institution

Name of institution:

The University of Birmingham
Department of Special Education
(Visual Handicap)
Faculty of Education

Address:

P.O. Box 363
Birmingham BI5 2TT
GB

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 1

The course leads to an examination in Braille and a diploma in special education (visual handicap)

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 65

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- distance teaching and face-to-face teaching of equal importance at the summer schools

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists
- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written (for braille only)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work
- others : tape production

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
95 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
0 %

Name of institution:

The University of Dundee
Centre for Medical Education

Address:

Ninewells Hospital and Medical
School
Dundee DD1 9SY
GB

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 8

Educational level of courses offered (Q5a):

continuing medical education
Diploma in Medical Education, Masters Degree

Subject areas of courses (Q6):

(1) education
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 11,120

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ educationists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22): yes

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written and telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of letters of encouragement or reminders

Type of continuous assessment (Q38):

Continuous assessment: feedback as requested by students

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- essays - research reports

Commenting upon the assignments submitted (Q46)

- correction and additional comments, dialogue

Use of a computer for the correction and commenting upon assignments (Q51): yes (some)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

10 %

Checked by institution

Name of institution:

Caritas Adult & Higher Education Service/ Multi Media Education Programme (M.M.E.P)

Address:

Caritas House
2 Caine Road
Hongkong

Ownership and type of institution (Q2):

belonging to an association of some kind (catholic organization)

(The Caritas carries on several schools/educational programs in Hongkong; M.M.E.P. is one of these)

Number of courses (Q4): 125

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for H.K.C.E.E., 'A' levels, high school certificate, upper secondary level,)/ others: recreational courses

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics, business management
(5) mathematics, sciences
(7) others: recreational

Number of learners currently enrolled (Q7): 6,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone (telephone tutorials simultaneously for several students)/ face-to-face sessions and tutorials

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): around 10 locations for class tutorials

Function of the study centres (Q17):

support of distance education (voluntary participation)

(Since there is time span of 1 year to 2 years for a student to complete a course, it is very important for him/her to attend face-to-face tutorials. Evaluations have shown that the lower the academic level of the student, the greater the demand for face-to-face tutorial)

Evaluation of courses and media (Q18): yes (questionnaires to student)

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated (by telephone)/ direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams (tests)

Terminating of courses with examinations (Q40): yes

- type of examination: evaluation by tests/ exams/ in-class performance (75% of the assignments must be completed before a student is allowed to do the assessment test)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

two weeks (maximum)

Types of items for the assignments (Q45):

- multiple-choice questions
- short questions
- long questions

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

48 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

8%

Checked by institution

Name of institution:

Annamalai University
Directorate of Distance Education

Address:

Post Bag No.4
Annamalainagar - 608 002
India

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 42 courses
(3 curricula or programs)

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 47,934

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

both face-to-face teaching (compulsory for students) and support of distance education (voluntary participation)
others: providing library facilities, information centre

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
45 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon **assignments (Q51):** no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
73 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
15 %

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checked by institution

Name of institution:

Board of Secondary Education,
Department of Distance Education/
Correspondence Course Wing

Address:

Bhopal-462011
Madhya Pradesh
India

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 1
(Course here: Study material consisting of lessons in various subjects divided in various units)

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 16,400

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (practical classes in sciences for 10 days before the commencement of the examination)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Choice of selecting subjects of study

Media used for teaching (Q10):

written course units/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

no measures

Type of continuous assessment (Q38):

no continuous assessment

Terminating of courses with examinations (Q40): yes

- type of examination: written/ oral/ written and oral exams/ practical examination in sciences

Average turn-around time for tutor's correction and comments of the assignments (Q44):
20 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction **and commenting upon assignments** (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
64 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Model Institute of Education & Research/ Centre of Distance and Continuing Education

Address:

B.C. Road
Jammu-180001
India

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 45

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, teacher training, jobs in the field of education

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services
- selection of medium of instruction/expression for studies

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants in course development (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- support of distance learning (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- sorting out of academic problems after diagnosis

Type of continuous assessment (Q38):

- written assignments to be submitted
- others: - progress reports from learners
  - attitude change through letters

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (postgraduate course)/ written and oral exams (research degree programmes)
- for short term courses, completion of courses and assignments are the only requirements

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments
- facility for resubmission of assignments and reevaluation

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
10 %

Checked by institution

Name of institution:

Patna University /
Institute of Correspondence Courses

Address:

Patna - 800005
India

Ownership and type of institution (Q2):

state owned / other type of institution: it is a constituent unit of the Patna University

Number of courses (Q4):

no answer

Educational level of courses offered (Q5a):

further education (high school certificate, upper secondary level, and entrance qualifications for university studies, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, languages
(2) social sciences and law
(3) economics

Number of learners currently enrolled (Q7): 4,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

vocal and written

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written / oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays

Commenting upon the assignments submitted (Q46)

- partly correction only/ partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**

60 %
(success rate for the curricula: 80%)

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**

no answer
(drop-out rate for the curricula: 20%)

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checked by institution

Name of institution:

University of Kashmir
Department of Distance Education

Address:

Naseembagh, Srinagar
Kashmir 190006
India

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4):

no answer

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

radio/ television/ written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written

Average turn-around time for tutor's correction and comments of the assignments (Q44):
no answer

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

University of Mysore
Institute of Correspondence Course
and Continuing Education

Address:

Manasa Gangotri
Mysore 570 006
India

Ownership and type of institution (Q2):

- state owned

Number of courses (Q4): 49

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(7) others: journalism

Number of learners currently enrolled (Q7): 16,000

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary (for B.A./ B.Com.)
compulsory (for Masters Degree)

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

written course units/ audio tapes/ films/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
no answer

Types of items for the assignments (Q45):

- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Utkal University
Directorate of Correspondence
Courses

Address:

Vanivihar
Bhubaneswar
India

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 10

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/
others: - general/non-professional courses
- teacher training to graduates

Subject areas of courses (Q6):

(1) education, psychology, linguistics
(2) social sciences
(3) economics

Number of learners currently enrolled (Q7): 5,887

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary at the graduation level/compulsory for teacher training (B.Ed.)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services
- choice of subjects

Media used for teaching (Q10):

written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts/ student assignments and tutors' comments (cf. Q46)

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in this regard

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written and teaching practice classes and practicals in teacher training programme

Average turn-around time for tutor's correction and comments of the assignments (Q44):
60 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 % in teacher training programme

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
21 %

Checked by institution

Name of institution:

Universitas Terbuka (UT)

Address:

P.O. Box 6666
Jakarta 10001
Indonesia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 388

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education and pedagogy
(2) social sciences and political science
(3) economics and development study
(5) mathematics and natural science

Number of learners currently enrolled (Q7): 38,235 (November 1988)

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before written examinations which is conducted in an essay form)

face-to-face sessions, if offered: partly voluntary, partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- others: - where to take exam
  - where to receive learning materials

Media used for teaching (Q10):

radio/ television/ written course units/ audio cassettes/ face-to-face sessions/ laboratories

Participants of course teams (Q13/14):

- content expert
- course designer
- course writer
- item writer

Local study centres (Q16): yes

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by UT (socializing)

Media used in two-way communication/counselling and tutoring service (Q30):

face-to-face contact (tutoring in academic matters and in non academic matters such as: registration, choice of study, socializing)

Measures to reduce the non-starter and drop-out rates (Q35):

allowing learners to be in the status of non-active until they have the right time to continue study (academic leave)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- multiple-choice questions

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer
(success rate for curriculum - Q52:
(1) education.....95 %)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer
(drop out rate for curriculum - Q52:
(1) education..... 5 %)

Checked by institution

Name of institution:

National Distance Education Centre (NDEC)/
National Institute for Higher Education (NIHE)

Address:

Glasnevin
Dublin 9
Ireland

Ownership and type of institution (Q2):

The NDEC is funded by the Irish Government, through the Higher Education Authority. While the Centre has a seperate budget, its financial affairs are administered through the National Institute for Higher Education.
The NDEC was established in 1982 by the NIHE. The Centre is the executive arm of the National Distance Education Council and operates in cooperation with other higher education institutes in both the university and the technological sectors.
Students are registered as students of the NIHE Dublin. If they are allocated to a study centre outside Dublin, they are normally registered also as students of the study centre institution.

Number of courses (Q4):

Educational level of courses offered (Q5a):

university study and professional training / continuing education programme

Subject areas of courses (Q6):

a) undergraduate-level programme: Information Technology (Bachelor of Science/Diploma in Science in Information Technology).
The course/curriculum is composed of four streams, Management Science, Human Sciences, Communications Technology, and Computing. There are four levels, and students must take all four modules at the first three levels. There are three modules in Level 4. Students who complete eight modules at Level 1 and Level 2 may terminate their studies at that stage, and be awarded a National Diploma in Information Technology.
b) continuing education: four programmes have been provided, including Business Application of Microcomputers, and Microcomputers and Accounting

Number of learners currently enrolled (Q7):	290 (first cohort of degree students registered in February 1987); about 4,000 (continuing education)

Relative importance of face-to-face contacts (Q8):

- distance teaching with face-to-face elements or supplements

Flexibility in pacing and teaching methods/options for students (Q9):

no information (cf. Q6 and Q38/40)

Media used for teaching (Q10):

radio, television (radio and TV has been used on experimental basis)/ written course units (main teaching medium)/ audio tapes/ video tapes/ computer software, floppy disks/ telephone/ face-to-face sessions (tutorials)

Participants of course teams (Q13/14):

A key feature of the course development ... is the degree of cooperation with other institutions. The course team includes representatives of universities, technological institutes and other statutory bodies, as well as industry.

Local study centres (Q16): yes (over 40 centres)

Function of the study centres (Q17):

support of distance education (tutorials, practicals, access to microcomputers and software)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no information (cf. Q6)

Elements of two-way communication (Q29):

- correcting of assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized tutorials/ practicals
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/telephone/direct (face-to-face) contacts

Continuous assessment / examinations (Q38/40):

The course text is issued in the form of units on a reguilar basis throughout the course. Students complete four assignments which are due at approximately quarterly intervals. Assignments contribute 50 of the total marks for the module, and students must obtain an average mark of 40 over three assignments, to be allowed sit for examniations. The assignments are marked by tutors.

Use of a computer for the correction and commenting upon assignments (Q51):

The assignments are marked by tutors. The entire student data base is on computer, as well as assignment records, tutor records, etc.

Success rate (Q53)/ Non-starter rate (Q54):

for the first cohort of degree students: of the 290 who registered
- 12 formally notified intention to resign from the programme
- 189 sat examinations and some twenty gave formal notice of intention to sit examinations, and some twenty gave formal notice of intention of deferral
- 49 have completed all requirements for Level 1

Source: EADTU Directory 1988, pp. 39-44

Name of institution:

The Open University of Israel

Address:

16 Klausner Str.
Ramat Aviv
Israel

Ownership and type of institution (Q2):

- official body under public law of some kind (authorized by the Council of Higher Education)

Number of courses (Q4):
- about 200 academic courses
- 11 programmes

Educational level of courses offered (Q5a):

university study (after basic professional training and/ or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music, literature and the arts, languages, Jewish history
(2) social sciences and law
(3) economics, management
(5) mathematics, sciences and engineering/ computer studies

Number of learners currently enrolled (Q7): 12,632

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.): regular studies
- distance teaching and face-to-face teaching of equal importance: groups requiring intensified tutoring:

face-to-face sessions: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies: different semesters
- when to take their exams/final exams: a few dates are designated
- when to order their study material: they receive study material from the University following cours registration
- between different teaching methods: some enroll in group frameworks
- between different media: they can supplement in some courses
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes (music)/ video tapes/ slides (arts)/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: home lab kits, field, symposia, trips.
(share of the different media: written ≈ 85 %)

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): The Open University rents space in institutions throughout the country used for other daytime purposes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/telephone/ direct (face-to-face) contacts

(Counselling and tutoring are two different services:
- Counselling is face-to-face or by telephone, but written queries are answered.
- Tutoring is the teaching supplement with written assignments and written replies as well as face-to-face and telephone contact.)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- others: - contact by tutor during course
  - sending new catalogue

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written/ seminar courses require seminar papers
  (All courses require final exams and are accumulated towards degree requirements.)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- some correction only/ others correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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new; not checked

Name of institution:

Consorzio per l'Università a Distanza (CUD)

Address:

Via Bernini 5
87030 Rende (CS)

Corso Vittorio Emanuele
No. 229
00186 Roma

Ownership and type of institution (Q2):

The Institution is a consortium under Italian law.

(Members of the consortium are: Consorzio por la Ricerca e la Applicazioni in Informatica (CRAI), the University of Calabria, the University of Rome, "La Sapienza", the Univerity of Trento, the Latina Chamber of Commerce, the town of Cosenza, l'Enidata, Formez, Olivetti and RAI.
The relationship with government is close because all syllabuses and all university education in Italy are closely regulated by the Ministry of Education.
Learning materials and student services are designed by the CUD on behalf of those Italian universities which are members of the consortium. Students enrol at the universities, their study programme is superviesed by tutors appointed by the CUD, then students returm to their universities to do the examinations.)

Number of courses (Q4): 12 (Diploma curriculum for "Informatica", a three-year degree in computing science)

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education: CUD has developed some materials for the continuing education of teachers in both primary and secondary schools/ modern languages (planning stage)
(3) economics: "laurea" in the field of economics (under development)
(5) mathematics, sciences and engineering: "Diploma in Informatica" (Computing Studies/Computer Science)

Number of learners currently enrolled (Q7): 1,200 (in computing

Relative importance of face-to-face contacts (Q8):

- distance teaching with face-to-face elements or supplements

Flexibility in pacing and teaching methods/options for students (Q9):

The examinations are at fixed stages twice per year and this provides a rigorous pacing mechanism.

Media used for teaching (Q10):

written course units/ floppy disks / computer / face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ instructional designers/ layout staff

Local study centres (Q16): yes (9 study centres)

Function of the study centres (Q17):

The study centres have a focus. Students receive their materials there. Students make obligatory bookings of at least two hours per week for work on the computers, attend additional lectures, and also meet their tutors and advisers in the study centres.

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum (The Diploma curriculum consists of 13 courses, one of these is optional)

Elements of two-way communication (Q29)/ Media used in two-way communication/counselling and tutoring service (Q30):

cf. Q17

Type of continuous assessment (Q38):

Each course has 15 units and lasts one semester. The distance students take tests at the end of each unit. Then, at the end of the course they come to the university to sit for a final examination (normally for each course of the Diploma). All examinations are oral.

Terminating of courses with examinations (Q40): yes

see Q38

Source: EADTU Directory 1988, pp. 45-49

Name of institution:

ISTITUTO PROMOZIONE
Centro di formazione professionale

Address:

Via della Fornace n. 11
50125 Firenze
Italia

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 27

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) engineering

Number of learners currently enrolled (Q7): 1,091

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
51.6 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
38.5 %

Name of institution:

University of the West Indies/
UWI Distance Teaching Experiment

Address:

Mona Campus
Kingston 7,
Jamaica

Ownership and type of institution (Q2):

other type of institution: Caribbean Regional University

Number of courses (Q4): 8

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others: Nutrition and Labour Administration

Number of learners currently enrolled (Q7): 281

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

written course units/ video tapes/ slides/ telephone/ face-to-face sessions/ laboratories, workshops/ others: Slow Scan TV

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ specialists on the interactive UWIDITE-telecommunnications network

Local study centres (Q16): yes

Function of the study centres (Q17):

telecommunication

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact: regular interactive teleconferences
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

teleconferences: see Q29

Measures to reduce the non-starter and drop-out rates (Q35):

no measures

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
90 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- in Maths and Economics: accounting problems

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
48 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

(no answer;
drop out rates for curricula:
between 2% and 40%)

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checked by institution

Name of institution:

Chuo University

Address:

742-1 Higashinakano
Hachioji-shi, Tokyo
192-03 Japan

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 5

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 5,501

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- short essays
- longer paper on a self chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
66 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
26 %

Name of institution:

Japan Women's University

Address:

8-1 Mejirodai 2-chome
Bunkyo-ku, Tokyo 112
Japan

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 3

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(5) mathematics and sciences
(7) others

Number of learners currently enrolled (Q7): 5,485

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course materials/ audio tapes/ video tapes/ films/ slides/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures

Type of continuous assessment (Q38):

- written assignments for submission

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
25 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses wit h the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

Malawi College of Distance Education (MCDE)

Address:

Private Bag 302
Chichiri
Blantyre 3
Malawi

Ownership and type of institution (Q2):

state-owned as a department of Ministry of Education and Culture

Number of courses (Q4): 8

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ (primary) teacher training

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 50,547

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance for study centre based students

face-to-face sessions, if offered: voluntary for home study students

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- between different teaching methods
- between different media

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching and support of distance learning (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

none (certificate requirements determine the curriculum)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- visit to study centre based students by college subject and media specialists

Type of continuous assessment (Q38):

- written assignments to be submitted at pupils' pace for homestudy students
- written assignments to be submitted on specified dates for study centre based students

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer
(success rate for curriculum:
- social sciences......95%
- biology..............60%
- mathematics..........30%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer
(drop-out rate for curriculum:
- social sciences.......5%
- biology..............20%
- mathematics..........40%)

Checked by institution

Name of institution:

Hemphill Schools

Address:

Paseo de la Reforma 133-3er piso
Col. Revolución
06030, México, D.F.
México

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 18

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(7) others

Number of learners currently enrolled (Q7): 19,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes
based upon particular
course units

Flexibility in the curriculum **to be followed for the acquisition of a particular diploma (Q22):**

- low/fixed curriculum

Elements of two-way communication (Q29):

- correction of assignments
- answering of learner's queries, requests, etc.
- motivational letters

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

partly correction only/partly correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
29 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
28 %

Checked by institution

Name of institution:

Instituto Maurer, S.A.

Address:

Luis Moya No.5
Col.Centro
Deleg. Cuauhtemoc
06057 Mexico, D.F.

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 0
(number of curricula: 45)

Educational level of courses offered (Q5a):

basic professional training/ further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: music

Number of learners currently enrolled (Q7): 7,500

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3-5 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
30 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

Checked by institution

Name of institution:

Universidad Nacional Autonoma de Mexico (UNAM) / Coordinación Sistema Universidad Abierta

Address:

Edificio Técnico de Universidad
Abierta, Planta Baja.
Circuito Exterior,
Ciudad Universitaria
México, D.F. 04510
México

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 754

Educational level of courses offered (Q5a):

university study and further professional training

Three levels:
a) Técnico: Estudios técnicos (≈ undergraduate)
   minimum qualification:
   - certificate (upper secondary level)
   - entrance examination ("examen de admisión")
   - working experience ("experiencia laboral")
b) Licenciatura: Estudios profesionales
   minimum qualifications:
   - preparatory certificate ("certificado de preparatoria") and/or
   - vocational knowledge/experience ("vocacional técnica")
   - qualifying examination ("examen de admisión")
c) Posgrado: Estudios de maestria (≈ postgraduate)
   - university degree ("título profesional")
   - qualifying examination ("examen de selección")
   - vocational/professional experience ("experiencia profesional")

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(6) medicine and medical jobs and professions
(7) others: veterinary medicine, zootecnics

Number of learners currently enrolled (Q7): 8,624

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: partly voluntary/partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ video tapes/ films/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

none

Type of continuous assessment (Q38):

- written intermediary exams
- others: practical training and papers

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

4 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

56 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

2 %

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checked by institution

Name of institution:

FEDUCO - Federatie Educatieve Omroep

Address:

Postbox 555
1200 AN Hilversum
Netherlands

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): no specific courses any more. (Just general educational programmes on radio, television, teletext ("teletekst"), written materials.)

Educational level of courses offered (Q5a):

basic school education for adults/ university study together with the Dutch Open University/ general education for ethnic minority

Subject areas of courses (Q6):

(1) education, the humanities, languages
(2) social sciences and law
(3) economics
(5) sciences

Number of learners currently enrolled (Q7): differs per programme

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

telephone and letter

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

none

Type of continuous assessment (Q38):

no continuous assessment

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable

Types of items for the assignments (Q45):

not applicable

Commenting upon the assignments submitted (Q46)

not applicable

Use of a computer for the correction and commenting upon assignments (Q51):

not applicable

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Checked by institution

Name of institution:

Koninklijke PBNA

Address:

Velperbuitensingel 6
6828 CT Arnhem
Netherlands

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 1,500

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(3) economics
(5) mathematics, sciences and engineering
(7) others: E.D.P.

Number of learners currently enrolled (Q7): confidential

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/ counselling purposes or immediately before examinations

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- between different teaching methods (in some ares)
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ face-to-face sessions/ laboratories, workshops/ video-disk

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact (in some cases)
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
12 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
56 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

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Checked by institution

Name of institution:

Open Universiteit

Address:

Valkenburgerweg 167
6419 AT Heerlen

Postal Address:

P.O. Box 2960
6401 DL Heerlen

The Netherlands

Ownership and type of institution (Q2):

official body under public law
(The OU is an independent institute for higher education governed by a University Board with 13 members nominated by the Government and 8 members chosen by staff and students.)

Educational level of courses offered (Q5a):

university study and higher vocational education

(The university degree is comparable to the MD; the higher vocational education degree is comparable to the Bach.D.

No formal educational qualifications are required for admission. Students wishing to register must be at least 18 years old. However,, students are informed that for success in studying they will require knowledge and skills comparable to those required in secondary education.)

Subject areas of courses (Q6):

Faculties of:
a) law
b) economics
c) buisiness and administration
d) technical sciences (including informatics/computer science)
e) natural sciences (including enviromental studies and nutrition)
f) social sciences (including education and instruction/personnel and organisation)
g) cultural sciences (including history of culture, arts policy, philosophy)

Number of learners currently enrolled (Q7): 33,431 in the Netherlands (+ 917 students living abroad; Nov. 1987)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

Flexibility in pacing and teaching methods/options for students (Q9):

(No specific information available with regard to the categories of Q9 - but:
The OU is characterised by four degrees of openess:
1. open entry or access. No formal educational qualifications are required for admission
2. open programming. Students can construct their own programme or curriculum by choosing courses, as far as they do not wish a regular degree programme
3. freedom of place and time. Students have freedom where and when to study
4. freedom of pace. Students are free to progress at their own speed, according to wishes and circumstances)

Media used for teaching (Q10):

television/ written course units/ audiovisual materials/ computer programs / practical work in study centres
(Printed texts generally form 80% of the work load of a course)

Participants of course teams (Q13/14):

- subject specialists/ didactic experts / educational technologists

Local study centres (Q16): yes (18 study centres)

Function of the study centres (Q17):

- support of distance education: tutoring/counselling
- some courses have compulsory practical work in study centres

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

Open programming. Students can construct their own programme or curriculum by choosing courses, as far as they do not wish a regular degree programme (cf. Q9).

Two-way communication /:counselling and tutoring service/student support (Q29/30):

Student support has four components:
- general information about the OU, its courses and programmes, and its system of study, with advise on how to study (including an annual study guide, course guides, a journal for learners, television programmes); in addition to these materials counsellors in 18 study centres can give more information
- study advice and support for solution of problems. Centrally, a department for student support solves problems of a practical nature or in response to complaints. This department is also responsible for specific target groups such as handicapped students.
- general and initial tutoring. A combination of course-related, voluntary tutoring, comprising group sessions to discuss contents of a course and to prepare for examinations, and support and advice on study strategies and solution of problems, is given by general tutors in each study centre for all starting students in the first four to five courses belonging to a degree programme.
- course related tutoring. This is compulsory tutoring in a specific course related to well-defined learning objectives within special contents of the course, belonging to the 'course material'. Course-related tutoring is monitored by staff tutors belonging to the different production groups (faculties).

Assessment (Q38) / examinations (Q40):

The OU does not yet use a system of tutor- or computer-marked assignments. Students can use self-assessment questions in the textbooks or can participate in tutoring sessions in the study centres. Some courses have compulsory practical work in study centres. A course examination generally consists of multiple choice questions and optical-mark-reading forms. Degree programmes have besides the courses also tasks in the form of practical work, essays and/or periods of practice in a job.

Average turn-around time for tutor's correction and comments of the assignments (Q44):
not applicable (cf. Q38/Q40)

Types of items for course examinations(Q45):

cf. Q38/Q40

Commenting upon the assignments submitted (Q46)

not applicable (cf. Q38/Q40)

Use of a computer for assessment (Q51): yes

(for interactive self-testing (including feedback). Interactive electronic media based on computer technology are used also for administration and registration as well as for instrumental use and simulation. Several interactive educational programmes are available which vary from self-testing programmes in economics and law to simulation games and tutorials.)

Success rate (Q53)/**Non-starter rate** (Q54):

About 30% of the students take an examination within one year of starting and more than 50% within two years.
About 35% of students who take a first course do not really begin studying, are only interested in the course materials and not in a certificate, or drop out at an early stage but want to keep the materials.
About 40% are studying for one or more course certificates, and about 25% are working toward a degree. Of the goal-oriented students who started in 1984, more than 70% earned at least one course certificate within three years, and about 50% three or more certificates.

Source: EADTU-Directory 1988, pp. 50-59

Name of institution:

Ahmadu Bello University
Institute of Education
NCE (CC) Division

Address:

Zaria
Nigeria

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 19

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional and/or job experience): mainly teacher training

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 2,184

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams
  others: practical teaching

Average turn-around time for tutor's correction and comments of the assignments (Q44):
21 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
88.3 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not known

Name of institution:

Exam Success Correspondence College LTD.

Address:

208, Ikorodu Road, Palm-Grove
P M B 1080
Taba Lagos
Nigeria

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): no answer
(number of curricula: 3)

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 12,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/ counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
18 % of all enrolled;
60 % of those starting

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
70 %

Name of institution:

Forsvarets Psykologiske og
Pedagogiske Senter

Address:

Oslo mil/Akershus
0015 Oslo 1
Norway

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 70

Educational level of courses offered (Q5a):

further education (secondary level) and basic professional training/ university study and further professional training (after basic professional training and/or job experience)/ others: home guard NCOs/Sgts

Subject areas of courses (Q6):

(1) languages
(6) medicine and medical jobs and professions
(7) others: - courses related to various military jobs and professions
  - general courses (EDP - communication - information)

Number of learners currently enrolled (Q7): apr. 1,500

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- where to study

Media used for teaching (Q10):

written course unit/ face-to-face sessions/ audio cassettes/ video cassettes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16):

no study centres owned by the institution

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

no continuous assessment

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

21 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no (for the time being, but will gradualy be taken in use from 1990)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

10 %

Checked by institution

Name of institution:

NKI

Address:

Box 111
1341 Bekkestua
Norway

Ownership and type of institution (Q2):

private, commercial institution (foundation)

Number of courses (Q4): 250

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 15,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

3 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

not available

e.g. for a course with 40 units:
- 80% for distance teaching and face-to-face teaching (combined)
- 60% for pure distance teaching

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

not available
(10% for courses of social sciences or of mathematics, sciences)

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new; not checked

Name of institution:

Norwegian Association for Distance Education (NADE)/
Norwegian Centre for Distance Education (NCDE)

Address:

Postboks 2100 Grünerlokka
N-0505 Oslo 5

Ownership and type of institution (Q2):

NADE is an association of 18 Norwegian distance education institutions (existing since 1968). In 1986., a Consortium for higher education was established within NADE in order to make possible for NADE to represent the institutions in EADTU. The following 5 institutions joined the Consortium:
- NKS Institute of Distance Education
- The NKI Foundation (runs an engineering college and a college of computer studies)

(NKS and NKI are independent foundations with a significant range of higher education programmes.)

- The Banking Academy (owned by the bank association in Norway)
- Tromsø University (run by the state)
- BI - Norwegian Management School (independent foundation; a specialised scientific college)

All these institutions offer higher education programmes at a distance. All are degree-granting institutions recognised by the Norwegian government.
At present (May 1988), a reorganisation of some of NADE's activities is being planned. A Norwegian Centre for Distance Education (NCDE) has been established as a non-profitmaking foundation. In the future, NCDE will probably represent the Norwegian Consortium in EADTU.

Educational level of courses offered (Q5a):

university study and further professional training: undergraduate-level programmes/ postgraduate programmes/ continuing education programmes

Subject areas of courses (Q6):

(1) education, the humanities, arts, languages
(2) social sciences and law
(3) economics, management/business studies, administration
(5) mathematics, computer science

a) undegraduate-level programmes: predominance of programmes in business, management and technology

- Tromsø University: courses in mathematics, computer science, history, German, English, archaeology
- NKI: programmes in engineering and computer science
- BI and Banking Academy: courses in economics, management, business studies
- NKS: programmes (Diploma) in management/business studies, computer studies and law

b) postgraduate programmes:
- Tromsø University: two main subjects: history and Nordic Studies

c) continuing education programmes: most undergraduate programmes are used as continuing education programmes. In addition NKS and NKI offer a wide range of courses for continuing education. Tromsø University has a few continuing education programmes, for instance in school administration and management.

Media used for teaching (Q10):

radio/ television/ printed material (textbooks, study guides, notes, specifically prepared materials for self-study)/ audio cassettes / video tapes/ computer programs, either on personal computers or on minicomputers; use of computer conferencing / telephone / face-to-face tuition, either in regular local classes or as short seminars organised at a central location or regionally

(The use of broadcasting or of video cassettes is not usual, although it may occur in some programmes. Audio cassettes are more common in various subjects. Printed material is used in all courses. Some of the institutions give regular telephone support, or give the students the opportunity of phoning their teachers occasionally. A few programmes depend on computer programs, either on personal computers or on minicomputers. Both NKS and NKI are piloting the use of computer conferencing as a regular element of some of their programmes.)

Participants of course teams (Q13/14):

- subject specialists/ editorial and production specialists (for materials specifically designed for distance studies)

Elements of two-way communication (Q29) /Methods and media used in two-way communication/counselling and tutoring service (Q30):

- correcting of written assignments (compulsory component)
- some kind of face-to-face tuition (either in regular local classes every week, or as short seminars organised at a central location or regionally.
- regular telephon support (cf. Q10)

Type of continuous assessment (Q38):

- written assignments to be submitted (compulsory component)

(As a rule, assessment is based on written assignments. Many of the programmes have a modular structure, very often with examinations in course modules of two credit points.)

Source: EADTU Directory 1988, pp. 60-65

Name of institution:

INTE - Instituto Nacional de Teleducacion -
Ministerio de Educacion

Address:

Piso 2;20
Parque Universitario
Lima 1
Peru

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 3

Educational level of courses offered (Q5a):

basic school education/ basic professional training

Subject areas of courses (Q6):

(1) education
(2) social sciences
(5) mathematics and engineering
(7) others: cultural activities

Number of learners currently enrolled (Q7): 1,500

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary/compulsory ?
no answer

Flexibility in pacing and teaching methods/options for students (Q9):

none

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ slides

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)
others: - as supplement to teaching
 - cultural activities

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

15 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Name of institution:

Universidad INCA Garcilaso de la Vega
Centro Superior de Educacion a Distancia (CESDI)

Address:

Lima
Peru

Ownership and type of institution (Q2):

private, non-commercial institution

Number of courses (Q4): 160

Educational level of courses offered (Q5a):

basic professional training/ teacher training

Subject areas of courses (Q6):

(1) education
(5) sciences

Number of learners currently enrolled (Q7): 6,250

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

others: principal functions: to offer distance education, tutorials, to distribute the didactic material and to collaborate in the process of evaluation (or assessment)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

none

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- others: papers

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

45 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

15 %

Name of institution:

Akademia Wychowania Fizycznego
im. Jedrzeja Sniadeckiego w Gdánsku

Address:

ul. Wiejska 1
80-336 Gdansk
Poland

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): not available
(number of curricula: 1)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) physical education

Number of learners currently enrolled (Q7): 596

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary/compulsory ?
(no answer)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ films/ slides/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
30 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer
(success rate for the curriculum:
- education:.......80%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer
(drop-out rate for the curriculum:
- education:.......20%)

Checked by institution

Name of institution:

Uniwersytet A. Mickiewicza

Address:

Wieniawskiego 1
61-712 Poznan
Poland

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 400

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ others: postgraduate

Subject areas of courses (Q6):

(1) education, the humanities, history of art, languages
(2) social sciences and law
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 13,204

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: voluntary (for lecturers)/compulsory (for classes and seminars, laboratories)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ oral/ written and oral exams

(it depends upon the subject)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not known

Types of items for the assignments (Q45):

- short open-ended questions
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

4 %

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checked by institution

Name of institution:

Universidade Aberta

Address:

Rua de Escola Politécnica 147
1200 Lisboa
Portugal

Ownership and type of institution (Q2):

official body under public law

(The Universidade Aberta appeared first under the name 'Instituto Português de Ensino a Distância' (Portuguese Institute for distance teaching) in 1980, as a Directorate-General of the Ministry of Education, with the major aim of producing the necessary conditions for the introduction of a Portuguese open university. In 1988 the Minister of Education announced the creation of the Universidade Aberta.)

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education/teacher training:
  - undergraduate (target group: teachers seeking to complete academic qualifications
  - postgraduate programme (mainly concerned with in-service teacher training)
  - continuous education: upgrading courses for teachers

(3) economics:
  - continuous education: upgrading courses for professionals (for example, executive managers)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

Media used for teaching (Q10):

radio/ television/ written course units/ audio cassettes/ video cassettes / computer / telephone/ face-to-face sessions

(Distance teaching is based on a self-teaching system; written materials will provide the main teaching medium, audio, video and computer-based materials being considered as complementary. ...
Extensive use of broadcasting, both by radio and television, will be made; cassettes will be available in study centres. More extensive use of cassettes will be required whenever distance teaching occurs in institutional surroundings (e.g., in a buisiness enterprise).
Administrative information will be conveyed through the press to students; videotext, when in use in Portugal, will be employed for the same purpose.)

Participants of course teams (Q13/14):

- subject specialists/ instructional designers/ media specialists

Local study centres (Q16) and their function (Q17):

Access to a network of study centres will be provided by the Universidade Aberta, although attendance will not be compulsory. Cassettes will be available in the study centres.

Elements of two-way communication (Q29):/Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/telephone: Regular and frequent interaction between students and the Universidade Aberta will be carried out through correspondence and telephone.

Type of continuous assessment/examinations (Q38/40):

Academic control will be based on a continuous process of partial assessment through sampling and analysing information received from the students.
The final assessment for each subject unit will be made at fixed dates through examinations requiring the presence of the the student.

Source: EADTU Directory 1988, pp. 66-69

Name of institution:

Radio Educative Rurale O.R.T.S.

Address:

B.P. 1765
Dakar
R. Senegal

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): no answer

Educational level of courses offered (Q5a):

education for the rural population

Subject areas of courses (Q6):

(4) agriculture and agricultural professions

(programs in six national langugages)

Number of learners currently enrolled (Q7): more than 2,000,000 (estimated audience)

Relative importance of face-to-face contacts (Q8):

- distance teaching with little face-to-face contact (broadcasting reception in local centres; discussion of questions on the subjects of the programs)

Flexibility in pacing and teaching methods/options for students (Q9):

not applicable

Media used for teaching (Q10):

radio

Participants of course teams (Q13/14):

no answer

Local study centres (Q16): yes (see Q8)

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

not applicable

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- visit to learners by people appointed by the institution

Type of continuous assessment (Q38): no continuous assessment

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable

Types of items for the assignments (Q45): not applicable

Commenting upon the assignments submitted (Q46): not applicable

Use of a computer for the correction and commenting upon assignments (Q51): not applicable

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not applicable

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not applicable

Name of institution:

Stamford Educational Towers

Address:

218 Queen Street
Singapore 0718

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): no answer
(number of curricula: 100
number of programs: 5)

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(3) economics
(5) mathematics

Number of learners currently enrolled (Q7): 3,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/ counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes/ telephone

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Name of institution:

Damelin Correspondence College

Address:

P.O. Box 4129
Johannesburg 2000
South Africa

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 500

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(3) economics
(5) mathematics

Number of learners currently enrolled (Q7): 30,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44): 4 days

Types of items for the assignments (Q45):

- short open ended questions
- multiple choice questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53) 50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54): 40 %

Name of institution:

Institute of Personnel Management
Diploma Affairs Department

Address:

P.O. Box 31390
Braamfontein
2017 South Africa

Ownership and type of institution (Q2):

a non-profit making professional institute

Number of courses (Q4): 17 (12 full subjects/ 5 half subjects)

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.) (Post high school/ post Matric)

Subject areas of courses (Q6):

(2) social sciences

Number of learners currently enrolled (Q7): ±2,500

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies*
- when to take their exams/final exams*
- when to order their study material*
- when to send their assignments*
- how and when to use counselling services

(* This must be done by certain deadline dates)

Media used for teaching (Q10):

written course units/ telephone/ face-to-face sessions/ laboratories, workshops (organised by student representatives in the branch areas, in general)

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- personal contact through letter/telephone
- others: questionnaires

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
25 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- longer paper on a set subject
- others: practical assignments eg. do job description, devise grievance procedure, case studies

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
43 % 1st year; 66 % 2nd year

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

SACHED Trust
Turret Correspondence College

Address:

P.O. Box 11350
Johannesburg 2000
South Africa

Ownership and type of institution (Q2):

other type of institution: trust

Number of courses (Q4): 8

Educational level of courses offered (Q5a):

high school certificate and entrance qualifications for university studies, upper secondary level

Subject areas of courses (Q6):

(1) languages
(2) history/ geography
(3) accountancy
(5) sciences and mathematics

Number of learners currently enrolled (Q7): 1,450

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to send their assignments

Media used for teaching (Q10):

written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists (95%) with some assistance from the audio-visual unit

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face meetings for motivating, discussion and building of study skills (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- organized face-to-face sessions
- contacts with learners initiated by the institution and by learners

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- participation in compulsory skills-building meetings

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments/ provision of memorandum

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
≈ 50 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
≈ 30 %

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checked by institution

Name of institution:

Veasey's Engineering College

Address:

P.O. Box 35
Johannesburg 2000
South Africa

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 1 for factories, 1 for mines (at least 4 certificates recognized by the government)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(5) sciences and engineering: compressors, heat transfer, ventilation, mechanics, hydraulics, applied thermodynamics, electrical engineering

Number of learners currently enrolled (Q7): 400

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. 20 day revision course)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media

Media used for teaching (Q10):

written course units/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2 weeks

Types of items for the assignments (Q45):

- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the four courses with the highest number of enrollments) (Q53)
50 %

Non-starter rate (average for the four courses with the highest number of enrollments) (Q54):
15 %

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Checked by institution

Name of institution:

Centro Tecnologico ARE

Address:

La Cruz, No.4
Majadahonda
28220 Madrid
Spain

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 20

Educational level of courses offered (Q5a):

basic professional training (technical college)

Subject areas of courses (Q6):

(1) languages
(3) economics
(5) engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 3,000

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes/no ? no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
60 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
8 %

Name of institution:

EPISE - Enseñanza Programada e Ingeniería de Sistemas Educativos

Address:

c. Muntaner, 430
08006 - Barcelona
Spain

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 20

Educational level of courses offered (Q5a):

further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) law
(3) economics

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- others: contacts with the student via his/her company

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
85 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Checked by institution

Name of institution:

Radio ECCA

Address:

Avenida Mesa y Lopez, 38
Apartado 994
Las Palmas de Gran Canaria
Spain

Ownership and type of institution (Q2):

other type of institution: non-profit organization

Number of courses (Q4): 37

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ further professional training (after basic professional training and/or job experience)/ others: adult education

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 62,091

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
no answer

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

UNED - Universidad Nacional de
Educacion a Distancia

Address:

Ciudad Universitaria
28040 Madrid
Spain

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 486

Educational level of courses offered (Q5a):

further education (entrance qualifications for university studies)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 88,124

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)
others: to offer media (library, video-tape library; cultural activities) and support of exams

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

initial information sheets and meetings for new students

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
20 days

Types of items for the assignments (Q45):

type of items varies with the study material and the preferences of the teachers/ professors

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
27 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
47 %

Checked by institution

Name of institution:

The Open University of Sri Lanka

Address:

P.O. Box 21
Nawala, Nugegoda
Sri Lanka

Ownership and type of institution (Q2):

A corporate body and Higher Educational Institute which offers Courses to the over 18 age group

Number of courses (Q4): 178

Educational level of courses offered (Q5a):

Provides basic and professional training in Sciences, Technology and Humanities. Other study programmes lead to Certificates, Diplomas, Degrees and post-graduate qualifications for those shut out from traditional universities.

Subject areas of courses (Q6):

(1) education (Pre-School & Post-Graduate Education), languages (professional english)
(2) law
(5) mathematics, sciences and engineering
(7) others: management, entrepreneurship & computer awareness

Number of learners currently enrolled (Q7): 26,513

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements

face-to-face sessions, if offered: A minimum presentage of attendance is compulsory

(Face-to-face contacts are important from time to time to discuss problems arising from the printed texts, assignments etc., at study centres of learners' choice.)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different media and study centres
- in pacing face-to-face sessions

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ face-to-face sessions/ laboratories, workshops, others: broadcast notes, demonstrations & practical work, tuition & counselling, assignments & assessments, field work

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes (14 such centres)

Function of the study centres (Q17):

For couselling, face-to-face teaching, other contact sessions, distribution of course material and holding examinations, distribution of applications & for registration activities

Evaluation of courses and media (Q18): yes

(evaluated periodically & necessary revisions & amendments made)

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts/ viewing and listening in conjunction with broadcast notes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of letters of encouragement or reminders
- mailing of encouraging audio tapes

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- others:
  - project type assignments which involve experimental or research work
  - collection and analysis of data
  - laboratory work and field work

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams are held at selected centres. Final grades determined by the overall result of continous assessments and the final examinations

Average turn-around time for tutor's correction and comments of the assignments (Q44):

2 weeks

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work
- others: project work

Commenting upon the assignments submitted (Q46)

- correction and additional comments (students are expected to submit a specified number of assignments/ correction and additional comments/ marked, graded and sent for feedwork)

Use of a computer for the correction and commenting upon assignments (Q51): no (but the possibility of using computer is under consideration)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

65 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

35 %

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Checked by institution

Name of institution:

Högskolan i Lulea
UFK-byrån

Address:

S 951 87 Lulea
Sweden

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 27

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) technic

Number of learners currently enrolled (Q7): 750

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

radio/ written course units/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes (2)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- commenting on assignments
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no answer

Type of continuous assessment (Q38):

(reduced assessment last session)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 - 21 days

Types of items for the assignments (Q45):

- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

Checked by institution

Name of institution:

Statens skola för vuxna

Address:

S:t Persgatan 3
602 33 Norrköping
Sweden

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 90

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ others: vocational courses

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 14,000

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: partly voluntary/partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- phone calls to learners

Type of continuous assessment (Q38):

- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3-4 days

Types of items for the assignments (Q45):

- short open-ended questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
30 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
40 %

Checked by institution

Name of institution:

Uppsala Universitet

Address:

Box 256
S 75105 Uppsala
Sweden

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 80
(5 curricula)
(All data refer to the distance education programme at the university only)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others: pharmacy, theology

Number of learners currently enrolled (Q7): 2,140

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

- when to take their exams/final exams
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP) on mainframe and PC/ telephone/ face-to-face sessions/ workshops

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

- partly face-to-face teaching (compulsory for students)
- partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated and direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individual letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written, oral, written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2-14 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

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checked by institution

Name of institution:

Växjö University

Address:

Box 5053
350 05 Växjö
Sweden

Ownership and type of institution (Q2):

state-owned
(Växjö University does not have a special distance education department. Each department is responsible for their courses at a distance)

Number of courses (Q4): 20

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) social sciences

Number of learners currently enrolled (Q7): 750

Relative importance of face-to-face contacts (Q8):

- distance teaching with some amount of face-to-face elements (amount not specified)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

not specified

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Name of institution:

Institute of Adult Education
National Correspondence Institution

Address:

P.O. Box 9213
Dar Es Salaam
Tanzania

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 23

Educational level of courses offered (Q5a):

basic school education/further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience); Teacher Training, Certificate-Grade A

Subject areas of courses (Q6):

(1) education, the humanities, languages
(5) mathematics

Number of learners currently enrolled (Q7): 70,470

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists and editors

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): no

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
35 % (according to 1972-1987 figures)
(Introductory Political Education, Introductory English and Political Education I)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
25 % (according to 1972-1984 figures)
(Introductory Political Education, Introductory English and Political Education I)

Checked by institution

Name of institution:

Ministry of Education
Non-Formal Education Dept.
Distance Education Division

Address:

Rachadamnern Nok Road
Bangkok
Thailand

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4):

1. General Education at every level = 22 courses
2. Vocational Education = many kinds

Educational level of courses offered (Q5a):

Functional literacy, adult continuing education (primary education and secondary education levels) and non degree courses

Subject areas of courses (Q6):

1. General Education Curriculum (courses available are Thai Language, Quality of life Promotion, Vocational Theory, Science Technology, Mathematics, Foreign Languages and Vocational Skills)
2. Vocational Training (both short and long term

Number of learners currently enrolled (Q7): 40,612 (distance education lerners only)

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. week-end seminar, 3 seminars per week etc.)

face-to-face sessions, if offered: both voluntary and compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies:
  First term = 16 May
  Second term = 1 November
- when to order their study material:
  during the students are registering for their courses
- how and when to use counselling services:
  As the students face technical problems, they will meet their teachers or classmates

Media used for teaching (Q10):

radio/ written course units/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support and provide facilities for students

Evaluation of courses and media (Q18): yes (during the term and end of each term)

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives
  (The diploma is equivalent to that of in-school education)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

through mass media (radio, T.V., video, slide, tape-cassette), manual learning and direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

14 days

Types of items for the assignments (Q45):

Many types of assignments are proposed depending on nature of each course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (some institutions use it)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

25%

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

(drop out rate for curricula: ≈ 5%)

Checked by institution

Name of institution:

Sukhothai Thammathirat Open
University (STOU)

Address:

Bangpood, Pakkred,
Nonthaburi 11120

Thailand

Ownership and type of institution (Q2):

State University under the guidance of the Ministry of University Affairs

Academic structure:

The University is not organized into faculties and departments; instead, these coalesce and form "schools" representing major study areas (see Q6). Each school is responsible for the planning of the curriculum and the provision of instruction in the group of subjects it supervises.

Educational level of courses offered (Q5a):

university study, further professional training, continuing education:

STOU organizes its courses into three levels: bachelor's degree level; certificate or diploma level; and continuing education level.

A bachelor's degree is ordinarily awarded after completion of a 4-year programme. For those already possessing a certificate, diploma or bachelor's degree in another discipline, STOU offers a bachelor's degree programme which can be completed in 2-3 years. Subject areas: see Q6.

Certificate programme: STOU organizes 1-year and 2-year certificate level courses as follows
1.) Certificate for Teachers (1-year)
2.) Certificate in Local Administration (1-year)
3.) Certificate in Government Administration (1-year)
4.) Certificate in Basic Home Economics (1-year)
5.) Certificate in Land and Property Law (2-year)
6.) Certificate in English for Preofessional Purposes (1-year)

Continuing Education Programmes: STOU provides educational services to the public in the form of continuing education. This takes three forms:
a) dissemination of knowledge and information to the people via the mass media: over 7,800 radio programmes and 1,100 television programmes per year (each 20 - 30 minutes long)
b) the organization of special programmes: STOU cooperates with various agencies and organisations to device special curricula for staff development programmes; for example a training course for elementary school administrators or co-operation with the Bank of Agricultutre and Co-operatives in enabling employees to study various subjects or co-operation with the Social Welfare Council of Thailand to develop training programmes for staff members.
c) the Certificate of Achievement Programme: educational service whereby any individual may have access to university education. Participants in this programme may choose to study one course per semester for their personal and professional self-improvement. There is no age restriction and no educational qualifications are required for enrolment in the programme.

Subject areas of courses (Q6):

STOU is organized into "schools" (see above) representing major subject areas; these are:
1.) liberal arts
2.) educational studies
3.) management science
4.) law
5.) health science
6.) economics
7.) home economics
8.) agrcultural extension and co-operatives
9.) political science
10.) communications arts

Number of learners currently enrolled (Q7): 176,987 (July 1985)

336

Relative importance of face-to-face contacts (Q8):

- distance teaching with face-to-face elements or supplements (see Q16/17)

Media/Methods used for teaching (Q10):

The teaching/learning system comprises the following elements:

1. instructional media:
1.1 main media: textbooks and workbooks which are mailed to students
1.2 support media: audio-cassettes and radio and television programmes in conjunction with printed course materials and other audio-visual aids

2. attendance at tutorial sessions at regional and local study centres thoughout the country

3. study and independent research using study materials in libraries and "STOU corners" in all provincial public libraries

4. attendance at intensive training sessions and practical experiments in laboratories for certain courses, or study and research in addition to work experience at designated locations.

Study centres (Q16)/Function of the study centres (Q17):

STOU has set up four kinds of educational services centres:
- reginal study centres
- local study centres
- specialized practical centres
- STOU Corners

These centres are places where educational activities of the university are carried out, such as orientation, tutorials, examinations and educational counselling sessions. They alos serve the University's local information and public relations offices, as well as as serving as co-ordination centres.

Assessment (Q38)/ Examinations (Q40):

STOU considers it an important policy consideration to uphold and maintain educational qulity and standars at the same level as those of other state universities.
The evaluation system comprises the following elements:

1. semester examinations and re-examinations: These are held at local study centres. Student must go to sit for examinations at a designated examination centre in their own province on specified days and at the specified time.
2. evaluation of practical work: Selected courses require practical work or research. There is substantial weighting for this kind of activity which contributes to the final evaluation of the course.
3. evaluation of the professional enrichment and the graduate experience enrichment programme: Each school stipulates that those who complete their courses must participate in an intensive residential workshop at a designated study centre. The assessment of the student's performance in the residential workshop, which is designated to be a culminating activity, contributes to meeting the graduation requirements of prospective graduates.

Source: Folder of the Public Relations Unit of STOU

Name of institution:

Anadolu Üniversitesi
Open Faculty

Address:

Eskisehir
Turkey

Ownership and type of institution (Q2):

- state-owned
- official body under public law

Number of courses (Q4): 42

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(3) economics
(7) others: Business Administration

Number of learners currently enrolled (Q7): 141,212

Relative importance of face-to-face contacts (Q8):

- distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

No flexibility in pacing

Media used for teaching (Q10):

radio/ television/ written course units/ video tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions

Media used in two-way communication/counselling and tutoring service (Q30):

face-to-face contacts

Measures to reduce the non-starter and drop-out rates (Q35):

no answer

Type of continuous assessment (Q38):

- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

not applicable

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

55 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer
(drop out rate for curriculum -Q52:
(3) economics 15 %
(7) business administration 25 %)

Checked by institution

Name of institution:

CIEP (Centro de Investigacion y Experimentacion Pedagogica)

Address:

Av. 18 de Julio 1006 P.7 Esc 12
Montevideo
Uruguay

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 17

Educational level of courses offered (Q5a):

further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education

Number of learners currently enrolled (Q7): 798

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
4 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
98 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
2 %

Name of institution:

American Medical Record Association
Independent Study Division

Address:

875 North Michigan Avenue
Suite 1850, John Hancock Center
Chicago, Illinois 60611
USA

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 1

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(6) medical records

Number of learners currently enrolled (Q7): 2,500

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

no answer

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer
(drop out rate for curriculum:
≈ 50%)

Checked by institution

Name of institution:

Arkansas State University
Center for Continuing Education

Address:

P.O. Box 2260
State University, AR 72467
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 42

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 384

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units/ textbooks

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
15 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Name of institution:

Brigham Young University (BYU)
BYU Department of Independent Study

Address:

206 Harman Continuing Education
Building (HCEB, BYU)
Provo, Utah 84602
USA

Ownership and type of institution (Q2):

- belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 491

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: adult-personal improvement

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others: no specifications

Number of learners currently enrolled (Q7): 19,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media (in some courses)
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ personal computers (PC)

Participants of course teams (Q13/14):

- subject specialists
- others: instructional designers

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework
  (varies by program)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- others: attention to instructional design principles in course development

Type of continuous assessment (Q38):

- written assignments to be submitted
- others: student self-assessment (self-tests)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams
- others: tape recorded exams (in appropriate courses)

Average turn-around time for tutor's correction and comments of the assignments (Q44):

2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a self-chosen subject from the course
- others: mathematical problems

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (3 courses only)

Success rate (average for the three courses with the highest number of enrollments) (Q53)

70.7 % (3 year average)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

16.7 % (3 year average)

____

Checked by institution

Name of institution:

California State University
(Independent study program)

Address:

6000 J Street
Sacramento
CA 95819-2694
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 12

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(5) engineering and technical professions

Number of learners currently enrolled (Q7): 1,462

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

both face-to-face teaching (compulsory for students)/ and support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5-10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
unknown probably 5 %

Checked by institution

Name of institution:

Cambridge Academy

Address:

P.O. Box 1290
Ft. Mc Coy, Florida 32637
USA

Ownership and type of institution (Q2):

private school - commercial ownership (Public Trading Company)

Number of courses (Q4): 48

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)
Also vocational programs in computers, accounting and secretarial computer skills; courses being developed in insurance program.

Subject areas of courses (Q6):

(1) the humanities, music and the arts
(2) social sciences
(5) mathematics, sciences and engineering
(7) others: computers, accounting and secretarial skills

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services
- others: which courses to take

Media used for teaching (Q10):

written course units, computer disc; video and audio tapes (in future)

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- others: periodic reviews

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

1 - 4 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

85 - 90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

less than 10 %

Checked by institution

Name of institution:

Colorado State University
Division of Continuing Education

Address:

C102 Rockwell Hall
Ft.Collins, CO 80523
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 130

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others: Master of Business Administration (totally by distance learning)

Number of learners currently enrolled (Q7): 1,800

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
70 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
30 %

Checked by institution

Name of institution:

East Tennessee State University
Department of Environmental Health

Address:

P.O. Box 24449
Johnson City
Tennessee 37614
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 10

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(6) public health jobs and professions

Number of learners currently enrolled (Q7): 10

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

television/ written course units/ video tapes

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- multiple-choice questions

Commenting upon the assignments submitted (Q46)

- correction only

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
5 %

Checked by institution

Name of institution:

Home Study International

Address:

6940 Carroll Avenue
Takoma Park
Maryland 20912
USA

Ownership and type of institution (Q2):

owned and operated by the General Conference of Seventh-day Adventists

Number of courses (Q4): 155

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences
(7) others: religion, theology

Number of learners currently enrolled (Q7): 6,117

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)

90 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

1 %

Checked by institution

Name of institution:

Humboldt State University
Office of Continuing Education

Address:

Arcata, CA 95521
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 200 - 300

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts
(3) economics
(7) others: natural resources, forestry

Number of learners currently enrolled (Q7): 6,335

Relative importance of face-to-face contacts (Q8):

- face-to-face teaching with supplementary distance teaching material

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

no answer

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computer (PC)

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives. Special individual major opportunity.

Elements of two-way communication (Q29):

- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners
- English language instruction/tutoring

Type of continuous assessment (Q38):

no answer

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

no answer

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- samples of learner's work

Commenting upon the assignments submitted (Q46)

no answer

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Checked by institution

Name of institution:

International Correspondence Schools (ICS)

Address:

Oak St. & Pawnee Avenue
Scranton, PA 18515
USA

Ownership and type of institution (Q2):

private

Number of courses (Q4): 29

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) the humanities, music and the arts
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 20,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly low/fixed curriculum
- partly medium/fixed curriculum, but it contains alternatives
- partly high/courses in the curriculum can be chosen freely within a set framework

depends on the type of diploma

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- others: telephone

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- samples of learner's work
- others: computer printout

Commenting upon the assignments submitted (Q46)

- correction only; additional comments by request

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
15 %

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checked by institution

Name of institution:

Indiana State University
Independent Study

Address:

Alumni Center-124
Terre Haute
Indiana 47809
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 70 - 80

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences, engineering, and technology
(7) others: business

Number of learners currently enrolled (Q7): 800

Relative importance of face-to-face contacts (Q8):

no answer for Independent Study

Flexibility in pacing and teaching methods/options for students (Q9):

no flexibility

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes - for exams only (optional)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

- written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- one reminder letter

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

5-14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

75 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

10 %

Checked by institution

Name of institution:

Department of Defense
National Defense University
Institute of Higher Defense Studies

Address:

Washington, D.C. 20319-6000
USA

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 1

Educational level of courses offered (Q5a):

university study and further professional training

Subject areas of courses (Q6):

(7) others: US National Security and Management of Mobilization Resources

Number of learners currently enrolled (Q7): 2,700

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes (only via seminar program)

Function of the study centres (Q17):

both face-to-face teaching (compulsory for students)/ and support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- others: closed book multiple choice examinations

Terminating of courses with examinations (Q40): yes

- type of examination: written exams (Research report)
- others: closed book multiple choice examinations

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

National Technical Schools

Address:

4000 S. Figueroa St.
Los Angeles, CA 90037
USA

Ownership and type of institution (Q2):

private, commercial institution

Number of courses (Q4): 5

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ postsecondary

Subject areas of courses (Q6):

(7) others: computer literacy

Number of learners currently enrolled (Q7): 3,500

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
12 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
22 %

Checked by institution

Name of institution:

National Technological University

Address:

P.O. Box 700
601 S. Howes Street
Fort Collins, CO 80522
USA

Ownership and type of institution (Q2):

private, non-profit institution

(NTU is a private, non-profit institution to serve the advanced education needs of engineers, scientists and technical managers.
Its activities include the development and distribution of graduate and continuing education courses via the NTU Satellite Network)

Number of courses (Q4): 500

Educational level of courses offered (Q5a):

university study and advanced technical and professional training (after basic professional training and/or job experience)/graduate college courses

(On a nationwide basis, NTU offers a wide range of instructional television courses taught for academic credit by faculty of 24 of the nation's leading engineering universities. Master of Science degrees are awarded in seven disciplines - see Q6)

Subject areas of courses (Q6):

(5) mathematics, sciences and engineering:
master degree programs for 7 disciplines:
computer engineering/computer science/
engineering management/electrical engineering/
manufacturing systems engineering/
management of technology/materials science and engineering

Number of learners currently enrolled (Q7):

- 1,300 for credit per semester
- **40,000 for short courses per year**

Relative importance of face-to-face contacts (Q8):

- pure distance teaching

(The NTU network is configured so that each instructor can simultaneously teach both on- and off-campus students. Specially equipped ITV classrooms ... are the origination point of each broadcast. The ITV signal can be beamed instantly or tape delayed from each of the 24 campuses to the satellite. ... The part-time students at their job sites can view the class either on tape or live and, through telephone linkages, ask questions during the class session when live)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies: 4 times a year for credit courses and daily for short courses.

Media used for teaching (Q10):

television: instructional television network (ITV) via satellite/ video tapes/ electronic mail/ teleconferencing/ computer conferencing (planned)/ telephone

Participants of course teams (Q13/14):

- subject specialists/ media specialists

(To conduct the academic functions, NTU relies upon a graduate faculty of consultants selected from the instructors of each participating institution. These faculty consultants are organized in discipline groups to form Graduate Faculties.... The Graduate Faculties in each discipline are supported by four standing Committees as follows: Curriculum Committee; Admission and Academic Standards Committee, which also oversees academic advising; Staffing Committee; and, finally, an Academic Executive Committee. A senior administative coordinator at the NTU ... is assigned to each Graduate Faculty to support and coordinate functions and activities.)

Local study centres (Q16):

Over 70 organizations (universities and colleges, corporations, government agencies) currently receive the ITV programs at over 200 sites.

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc. by phone, FAX or electronic mail

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence, FAX /electronic mail/ telephone (cf. Q29)

(NTU offers an advising service: each student in an approved degree program is assigned an academic advisor who has access to the student records through the interactive, computer-based record system maintained at NTU.)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

no continuous assessment of credit students except as implemented by instructors

Terminating of courses with examinations (Q40): **yes**

- type of examination: written exams or project reports.

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 **days**

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

(all methods are used)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): not standard

Success rate (average for the three courses with the highest number of enrollments) (Q53)

95 %
(success rate for curriculum:
≈ 80%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

5 %
(drop-out rate for curriculum:
≈ 10% ;)

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checked by institution

Name of institution:

North Dakota Division of Independent Study

Address:

PO Box 5036
State University Station
Fargo
North Dakota 58105
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 132

Educational level of courses offered (Q5a):

basic school education (secondary level)

Subject areas of courses (Q6):

(1) the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agriculture
(5) mathematics, sciences

Number of learners currently enrolled (Q7): 3,765

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

audio tapes/ video tapes/ computer-assisted with interactive video

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
1 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
13 %

Checked by institution

Name of institution:

Ohio University
Independent Study

Address:

302 Tupper Hall
Athens, OH 45701
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 275 (Independent study only)

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(7) others

Number of learners currently enrolled (Q7): 6,297

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides

Participants of course teams (Q13/14):

- subject specialists/ instructional designer/ editor

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/telephone/direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not available
(overall success rate:42 %)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
not available

Checked by institution

Name of institution:

Oklahoma State University
Independent Correspondence Study

Address:

001 Classroom Building
Stillwater, Oklahoma 74075
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 190

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 3,919

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
45 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
25 %

Checked by institution

Name of institution:

Seminary Extension Department
Independent Study Institute

Address:

Southern Baptist Convention Building
901, Commerce St., Suite 500
Nashville, TN 37203
USA

Ownership and type of institution (Q2):

belonging to an association of some kind (trade union, church, etc.)

Number of courses (Q4): 70

Educational level of courses offered (Q5a):

basic school education/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts
(2) social sciences
(7) others: Religion

Number of learners currently enrolled (Q7): 1,500

Relative importance of face-to-face contacts (Q8):

- partly, distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly, distance teaching and face-to-face teaching of equal importance

face-to-face sessions, if offered: partly voluntary/ partly compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
4-5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
63 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
17 %

Checked by institution

Name of institution:

Texas Tech University
Division of Continuing Education
Independent Study and Extension

Address:

Box 4110 - TTU
Lubbock, Texas 79409-2191
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 313

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: adult - personal improvement

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(7) others

Number of learners currently enrolled (Q7): 12,310

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services
- others: which courses to take

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)

Participants of course teams (Q13/14):

- subject specialists/ curriculum development specialists/ course writer/ university and public school faculty (as appropriate)

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ written correspondence/ direct face-to-face contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38): yes

- written assignments for submission
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen topic from the course
- samples of learners' work
- others: mathematical problems

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Checked by institution

Name of institution:

The American College

Address:

270, Bryn Mawr Avenue
Bryn Mawr, PA 19010
USA

Ownership and type of institution (Q2):

other type of institution: private, non-profit with regional accreditation

Number of courses (Q4): 45

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(2) social sciences and law
(3) economics
(7) others: Insurance and Financial Services.................

Number of learners currently enrolled (Q7): 50,407

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ personal computers (PC)/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists/ evaluation and psychometric specialists

Local study centres (Q16): no, but local chapters sometimes offer formal classes

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives which vary with progam

Elements of two-way communication (Q29):

none

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

none

Terminating of courses with examinations (Q40): yes

- type of examination: written exams: multiple choice, short answer and essay
- others: computer

Average turn-around time for tutor's correction and comments of the assignments (Q44):

not applicable

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

not applicable

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

65 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

not applicable

checked by institution

Name of institution:

The Hadley School for the Blind

Address:

700 Elm Street
P.O. Box 299
Winnetka, Illinois 60093
USA

Ownership and type of institution (Q2):

other type of institution : private non-profit

Number of courses (Q4): 125

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(1) languages
(2) social sciences
(5) mathematics
(6) medicine and medical jobs and professions
(7) others: Braille

Number of learners currently enrolled (Q7): 5,397

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- between different media

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution
- others: telephone contact

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
2 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
80 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

Name of institution:

University of Alabama
Independent Study Division

Address:

PO Box 0388
Tuscaloosa, AL 35487-0388
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 175

Educational level of courses offered (Q5a):

basic school education (secondary education)/ undergraduate university education

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 3,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
62 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
25 %

Checked by institution

Name of institution:

University of Alaska
Correspondence Study Program

Address:

Center for Distance Education
Rm 130, Red Bldg.
Fairbanks, Alaska 99775
USA

Ownership and type of institution (Q2):

- state-owned university

Number of courses (Q4): 58

Educational level of courses offered (Q5a):

university study

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(7) others: accounting, business

Number of learners currently enrolled (Q7): about 2,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ personal computers (PC)/ telephone

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
51.9 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
27 %

Checked by institution

Name of institution:

The University of Arizona
Extended University

Address:

Babcock Building, Suite 1201
1717 E. Speedway Boulevard
Tucson, Arizona 85719
USA

Distance learning is only a minor part of this institution's mission as a land-grant institution

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 80 Videocampus courses
114 University correspondence courses

Educational level of courses offered (Q5a):

basic school education (high school)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions (nursing, pharmacy)

Number of learners currently enrolled (Q7):

2,000 university correspondence courses
2,250 high school correspondence courses
2,000 videocampus
2,000 extension

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations)
- partly face-to-face teaching with supplementary distance teaching material (for courses offered in Arizona locations)

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments (one year completion limitation)
- between different media

Media used for teaching (Q10):

television (being developed statewide; operational by 1990)/ written course units/ audio tapes/ video tapes/ slides/ personal computers (PC)/ face-to-face sessions (in several off campus locations)

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

mainly face-to-face teaching (compulsory for students)
others: some live video delivered courses
some tape delivered courses

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days (depending on mail)

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**
95 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**
0.05 %

Checked by institution

Name of institution:

University of California Extension
Independent Study

Address:

2223 Fulton Street
Berkeley, California 94720
USA

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4): 285

Educational level of courses offered (Q5a):

basic school education (grades 9-12)/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others: noncredit courses

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 5,596

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (e.g. for tutoring/counselling purposes)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to send their assignments

Media used for teaching (Q10):

written course units (close to 100%)/ audio tapes/ personal computers (PC)/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

not applicable
(no curriculum offered)

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

(The institution provides information rather than counselling)

written correspondence/ telephone

390

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders (in some courses)

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams (occasional)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10-14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
unknown

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
unknown

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checked by institution

Name of institution:

University of Colorado at Boulder
Independent Study Programs

Address:

Box 178
Boulder
Colorado 80309 - 0178
USA

Ownership and type of institution (Q2):

state-owned institution

Number of courses (Q4): 81

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 2,264

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ telephone

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
85 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
8 %

Checked by institution

Name of institution:

University of Florida
Department of Independent Study by Correspondence

Address:

Gainesville
1223 NW 22 Avenue
Florida 32609
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 175

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 8,628

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- high/courses in the curriculum can be chosen freely within a set framework

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
8 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- structured observations in the field

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
60 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
25 %

Checked by institution

Name of institution:

The University of Georgia

The University System of Georgia
Independent Study Program
Georgia Center for Continuing
Education

Address:

Athens, GA 30602
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 141

Educational level of courses offered (Q5a):

basic school education/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 2,169 (2,908 course registrations during 1987-88)

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no curricula

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

10 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**

Data not available

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**

Data not available

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new; not checked

Name of institution:

University of Kentucky
Independent Study Program

Address:

Room 1, Frazee Hall
Lexington, Kentucky 40506-0031
USA

Ownership and type of institution (Q2):

state-owned institution

Number of courses (Q4): 138

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 8,970 (distance learning only)

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

audio tapes

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners'queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone

Measures to reduce the non-starter and drop-out rates (Q35):

no measures in the meaning of Q35

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

7 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

unknown

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

unknown

Checked by institution

Name of institution:

University of Missouri
Center for Independent Study

Address:

136 Clark Hall
Columbia, MO 65211
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 200

Educational level of courses offered (Q5a):

basic school education/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, languages
(2) social sciences and public and community services
(3) business and economics
(4) agricultural sciences and professions
(5) mathematics, sciences, computer science, engineering
(6) health care and health care professions
(7) others

Number of learners currently enrolled (Q7): 18,086

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact: mostly
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.): very few

face-to-face sessions, if offered: both voluntary and compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ personal computers (PC)
others: computer response & evaluation

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 days

(computer assisted lesson service : 3 days)

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
83 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
8 %

Checked by institution

Name of institution:

University of South Florida

Address:

4202 Fowler Avenue
Tampa, Florida 33620
USA

Ownership and type of institution (Q2):

state owned

Number of courses (Q4): approximatly 75

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)/ others: teacher recertification

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics
(5) mathematics, sciences and engineering
(7) others: teacher education

Number of learners currently enrolled (Q7): 3,005

Relative importance of face-to-face contacts (Q8):

- partly distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- partly distance teaching and face-to-face teaching of equal importance (in a few courses - e.g. Spanish)
- partly face-to-face teaching with supplementary distance teaching material
- other possibilities: computer communication

face-to-face sessions, if offered: voluntary/compulsory : depends on course

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: interactive video disc (experimental)

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/partly support of distance education (voluntary participation) (depends on course)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts/ computers (experimental)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of individualized letters
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams
- others: projects such as building and using a weather station

Average turn-around time for tutor's correction and comments of the assignments (Q44):
1-10 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes (experimental)

Success rate (average for the three courses with the highest number of enrollments) (Q53)
92 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no way to determine

Checked by institution

Name of institution:

University of Utah
Correspondence Study Department

Address:

Salt Lake City
Utah
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4):

no answer

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

no answer

(The Correspondence Study Department has primarily an administrative function for single correspondence study courses offered by professors/ teachers of the University. Each course author is responsible for course content and the correction of assignments, too.)

Number of learners currently enrolled (Q7):

no answer

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact (this applies to the Corresp. Study Department only)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

no answer

Participants of course teams (Q13/14):

- subject specialists

Local study centres (Q16): no

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

no answer (see above: Q6)

counselling and tutoring service (Q30):

counselling and tutoring service for the university generally but not especially for correspondence courses; students could write to the professors whose correspondence course they are taking

Measures to reduce the non-starter and drop-out rates (Q35):

no answer

Type of continuous assessment (Q38):

no answer (but see Q6 above and Q46 below)

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

4 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

no answer

Name of institution:

University of Washington
Distance Learning, GH-23

Address:

Seattle, Washington 98195
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 135

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 3,450

Relative importance of face-to-face contacts (Q8):

- partly pure distance teaching, no face-to-face contact
- partly distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ video tapes/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

no answer

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
5 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
20 %

(success rates for subject areas (Q52) between 35 % for `social sciences and law' and 60 % for `medicine and medical jobs and professions')

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

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new; not checked

Name of institution:

University of Wisconsin
Extension Independent Study

Address:

432, North Lake Street
Madison, Wisconsin 53706
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 475

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences
(3) economics, business
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions

Number of learners currently enrolled (Q7): 10,500

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ slides

Participants of course teams (Q13/14):

others: course writer, editor, course designer

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- phone calls initiated by student

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
12 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short essays
- short answers
- problems
- project development

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes, but very little

Success rate (average for the three courses with the highest number of enrollments) (Q53)
43 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

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Checked by institution

Name of institution:

Utah State University
Independent Study

Address:

Logan, Utah 84322-5000
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 125

Educational level of courses offered (Q5a):

further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

(The courses help meet requirements for a Bachelors degree; the Independent Study Unit does not offer any degree by independent study)

Subject areas of courses (Q6):

(1) education, the humanities, and languages
(2) social sciences
(3) economics
(4) agriculture
(5) mathematics, sciences, and engineering

Number of learners currently enrolled (Q7): 3,669

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- other possibilities: communication-net

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- how and when to use counselling services

Media used for teaching (Q10):

television(communication-net)/ written course units/ audio tapes/ slides/ face-to-face sessions/ laboratories, workshops/ com-net

Participants of course teams (Q13/14):

no answer

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18):

no answer

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written/ written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

7 days

Types of items for the assignments (Q45):

no answer

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

91.5 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

5 %

Name of institution:

Western Michigan University
Office of Self-Instructional
Programs

Address:

B 102 Ellsworth Hall
Kalamazoo,
Michigan 49008 - 3899
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 106

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others

Number of learners currently enrolled (Q7): 1,900

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different media

Media used for teaching (Q10):

television/ written course units/ video tapes/ slides/ audio tapes/ games

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)/ Provide viewing center space and equipment.

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- partly: low/fixed curriculum
- partly: medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
7 - 10 days

Types of items for the assignments (Q45):

(Types not specified/ they differ by course not by subject areas)

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes, in some courses

Success rate (average for the three courses with the highest number of enrollments) (Q53)
72 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

Checked by institution

Name of institution:

Western Washington University
Continuing Education/ Conference
Services

Address:

Old Main 400
Bellingham
Washington 98225
USA

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 50

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 1,000

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments

Media used for teaching (Q10):

no answer

Participants of course teams (Q13/14):

- subject specialists/ university instructors

Local study centres (Q16): no

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

no counselling and tutoring service

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- short open-ended questions
- short essays
- longer paper on a self-chosen subject from the course
- math problems

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer
(success rate for curriculum (Q52):
(1) education... 65%)

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer
(non-starter rate for curriculum (Q52):
(1) education... 20%)

Checked by institution

Name of institution:

Universidad Nacional Abierta (UNA)

Address:

Apartado 2096
Caracas 1010
Venezuela

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 250

Educational level of courses offered (Q5a):

university study and further professional training (after basic professional training and/or job experience): The educational level of courses offered is at university level - i.e. courses leading to an university degree - equivalent to a Bachelor degree in the USA - and post-graduate degrees

Subject areas of courses (Q6):

(1) education
(3) economics, administration, accounting
(5) mathematics, engineering
(7) others: public administration

Academic areas and initial careers:

AREA:	CAREER:
1) education	1.1) education 1.2) general education
2) administration and accountancy	2.1) public administration 2.2) business administration 2.3) accounting
3) mathematics	3.1) mathematics
4) engineering	4.1) industrial engineering system engineering
5) general studies	5.1) general studies
6) post graduate	6.1) distance education

Number of learners currently enrolled (Q7): ≈ 24,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: partly voluntary/partly compulsory

(UNA does not encourage students to take part in face-to-face activities with the tutor. The students may participate in these activities voluntarily but the UNA provides the presence of a tutor when needed. In few courses students are requested to see the tutor, especially in courses with graded assignments.)

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to order their study material
- how and when to use counselling services

(Students receive instructional material at enrollment time. However, the material can be purchased from the university at any time by anyone who wishes)

Media used for teaching (Q10):

television/ written course units/ audio tapes/ video tapes/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others: field studies and projects

Participants of course teams (Q13/14):

- subject specialists/ media specialists/ didactic specialists

(The preparation of the instructional material is the cooperative task of what is called the 'course team'. Each team is composed of specialists in: instructional design/ student evaluation (assessment)/ media/ content (subject matter).)

Local study centres (Q16): yes

Function of the study centres (Q17):

partly face-to-face teaching (compulsory for students)/ partly support of distance education (voluntary participation)

(Local centres are the basic operational level by which the relationship between UNA and students is established: enrollment / tutoring/ counselling/ examinations/ support of distance education/ libraries/ social relations (e.g. groups of students helping each other)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

(The fixed curriculum sytem is used in UNA but the students can elect some courses - the so calles 'electives')

Elements of two-way communication (Q29):

- correcting of assignments*
- commenting on assignments*
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

(* 'Assignment' means in UNA: tests or graded assignments to be taken in the study centres)

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

(mostly face-to-face in the study centres)

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters
- phone calls to learners
- others: trying to find out the reasons for dropping out and help the student to overcome the situation

Type of continuous assessment (Q38):

- tests (instead of written assignments - see Q29)
- written intermediary exams
- others: essays on a set subject/practical work

Terminating of courses with examinations (Q40): yes

- type of examination: written exams/ special exams for the blind persons

(The student can in the great majority of courses cumulate points towards the final exams. Therefore, 'last opportunity exam' is a more appropriate term than 'final exam' - i.e. these exams are the last chance to approve the course within that academic period.)

Average turn-around time for tutor's correction and comments of the assignments (Q44):
10 days

(Here: time for evaluating the tests)

Types of items for the tests (Q45): (tests, no submitted assignments)

- open-ended questions
- multiple-choice questions (with only one correct response)
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- others: problems/ practical work (see Q10)/ essays

Commenting upon the tests (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes

Success rate (average for the three courses with the highest number of enrollments) (Q53)
not known

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 % (estimated)

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checked by institution

Name of institution:

Birotehnika
Oour Centar za Dopisno Obrazovanje

Address:

41000 Zagreb
Gunduliceva 24/III
Yugoslavia

Ownership and type of institution (Q2):

official body under public law

Number of courses (Q4):

no answer

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)

Subject areas of courses (Q6):

(2) law and legal professions
(3) economics
(5) engineering/technical professions

Number of learners currently enrolled (Q7):

no answer

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

written course units/ audio tapes/ films/ slides/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- medium/fixed curriculum, but it contains alternatives

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ audio tapes/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of pre-produced (standardized) letters of encouragement or reminders
- mailing of individualized letters

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
3 days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
no answer

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
no answer

Name of institution:

Ministry of Education
National Correspondence College

Address:

Private Bag 20
Luanshya
Zambia

Ownership and type of institution (Q2):

state-owned

Number of courses (Q4): 18

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training

Subject areas of courses (Q6):

(1) the humanities and languages
(2) social sciences
(3) economics, business
(5) mathematics and sciences

Number of learners currently enrolled (Q7): 30,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations

face-to-face sessions, if offered: compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to take their exams/final exams
- when to send their assignments

Media used for teaching (Q10):

radio/ written course units/ telephone/ face-to-face sessions/ laboratories, workshops

Participants of course teams (Q13/14):

- subject specialists/ media specialists

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: direct face-to-face contact
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders

Type of continuous assessment (Q38):

- written assignments to be submitted

Terminating of courses with examinations (Q40): yes

- type of examination: written exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):
14 days

Types of items for the assignments (Q45):

- multiple-choice questions
- short open ended questions
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- others: false/true choice questions

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate (average for the three courses with the highest number of enrollments) (Q53)
40 %

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):
20 %

Checked by institution

Name of institution:

Zimbabwe Distance Education College
(ZDECO)

Address:

Box 316
Harare
Zimbabwe

Ownership and type of institution (Q2):

private, commercial institution, registered with the Ministry of Higher Education and the Ministry of Primary and Secondary Education

Number of courses (Q4): 110
(programs: 60
curricula: 40)

Educational level of courses offered (Q5a):

basic school education/ further education at school and basic professional training (e.g. preparation for 'A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(5) mathematics, sciences and engineering

Number of learners currently enrolled (Q7): 25,000

Relative importance of face-to-face contacts (Q8):

- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)

face-to-face sessions, if offered: voluntary

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ written course units/ audio tapes/ video tapes/ films/ telephone/ face-to-face sessions

Participants of course teams (Q13/14):

- subject specialists/ media specialists
- others: evaluators concerned with the standards, relevance, and presentation design

Local study centres (Q16): yes

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)

Evaluation of courses and media (Q18): yes

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated contact
- organized face-to-face sessions
- answering of learners' queries, requests etc.

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/ telephone/ direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- radio lessons
- audio cassettes
- phone calls to learners

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams

Terminating of courses with examinations (Q40): yes

- type of examination: written exams/ oral exams for languages/ laboratory practicals for physics and chemistry

Average turn-around time for tutor's correction and comments of the assignments (Q44):

5 days

Types of items for the assignments (Q45):

- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays

Commenting upon the assignments submitted (Q46)

- correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): no

Success rate **(average for the three courses with the highest number of enrollments) (Q53)**

95 %

Non-starter rate **(average for the three courses with the highest number of enrollments) (Q54):**

2 %

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checked by institution

Name of institution/association:

European Association of Distance Teaching Universities (EADTU)

Addresses:

EADTU Secretariat

Open Universiteit
P.O. Box 2960
6401 DL Heerlen
The Netherlands

Dr John Horlock
President of the EADTU
(Vice-Chancellor of the Open University, UK)
Open University
Walton Hall
Milton Keynes, MK7 6AA,
United Kingdom

The EADTU was established in 1987. Its objectives are:

- to promote higher distance education in European countries
- to support bilateral and multilateral contacts between academis staff of the participating institutions
- to support cooperation in the fields of research, course development, course transfer and credit transfer
- to develop new methods and techniques for higher education, including new technologies and media, and,
- to organise common projects in these fields in cooperation with European authorities.

In order to achieve these objectives, EADTU has setup several Working Groups.

EADTU has two different types of members. The first type encompasses independent non-profit institutions or consortia which comprise or include independent higher distance teaching institutions. The second type comprises departments of universities or of institutions of higher education which teach at a distance and conduct research on distance education.

Members:

- Consorzio per l'Università a Distanza (CUD), Italy
- Deutsches Institut für Fernstudien (DIFF), Federal Republic of Germany
- FernUniversität (FernU), Federal Republic of Germany
- Fédération Interuniversitaire de l'Enseignement à Distance (FIED), France
- Jysk Aabent Universitet, Denmark- National Distance Education Centre, Repuplic of Ireland
- Norwegian Association for Distance Education (NADE), Norway
- Open Universiteit (Ou), The Netherlands
- Open University (OU), United Kingdom
- Studiencentrum Open Hoger Onderwijs v.z.w. (StOHO), Belgium
- Universidad Nacional de Educacion a Distancia (Uned), Spain
- Universidade Aberta, Portugal

(Short descriptions of the member institutions are included in this report. The descriptions are based partly on answers to a questionnaire and partly on the EADTU directory 1988)

Source: EADTU Directory 1988

(Foreword by J. Horlock, President of the European Association of Distance Teaching Universities)

Additional addresses of institutions/organisations

Austria

Bildungswerk der Industrie
Lothringerstr.12
1031 Wien
Austria

Australia

The Correspondence School
410 Elizabeth Street
Melbourne, Victoria 3000
Australia

Armidale College of Advanced Education
Mossman Street
Armidale N.S.W. 2350
Australia

School of Mines and Industries
Tafe Off-Campus
Co-ordinating Authority
143 Franklin Street
Melbourne, Victoria 3000
Australia

Western Australian College of Advanced Education
P.O. Box 8
Doubleview, Western Australia 6018
Australia

Botswana

University of Botswana
Institute of Adult Education
P.Bag 0022
Gaborone
Botswana

Brazil

Occidental Schools Brazil
Alameda Ribero da Silva 700
01217 Sao Paulo
Brasilia

Canada

Acadia University
Continuing Education
Box 118
Wolfville, NS BOP 1XO
Canada

Saskatchewan Correspondence School
1855 Victoria Ave.
Regina, Sask. S4P 3V5
Canada

Université de Montreal
Cours Autodidactique de Français Écrit (C.A.F.É.)
Faculte des Arts et des Science
C.P. 6128, succursale A
Montreal (Québec), H3C 3J7
Canada

University of Manitoba
Correspondence Program
Continuing Educ. Division
166 Cont. Educ. Complex
Winnipeg, Manitoba R3T2N2
Canada

University of Ottawa
Second Language Institute
Ottawa, Ontario KIN 6N5
Canada

University of Western Ontario
Stevenson-Lawson Building Room 23
London, Ont. N6A 5B8
Canada

Colombia

Acción Cultural Popular - ACPO
Carrera 39 A No.15-81
Dir. Mail Box 7170
Bogota
Colombia

Universidad del Valle
Departamento de Idiomas
Ciudad Universitaria
Melendez
Apartado Aéreo 25360
Cali
Colombia

Denmark

Handelsflådens Kursuscenter
H.C. Andersens Boulevard 51
1553 København V
Denmark

Ecuador

Universidad Tecnica Particular de Loja
Universidad Abierta
Apartado 608
Loja - Ecuador

Finland

Svenska Brevinstitutet i Finland
PB 198,
00121 Helsingfors
Finland

France

Ministère de l'Education Nationale
Centre National d'Enseignement à Distance
209/211, Rue de Bercy
75585 Paris Cedex 12
France

Ministère de l'Education Nationale
Centre National d'Enseignement à Distance
Centre de Vanves
60, Boulevard du Lycée
92171 Vanves Cedex
France

Université de Caen (C.T.U.)
Télé-Enseignement
Esplanade de la Paix
14032 Caen Cedex
France

Université Blaise-Pascal (Clermont II)
Centre de Télé-Enseignement
29, Boulevard Gergovia
63037 Clermont-Fd. Cedex
France

FR Germany

Institut für Lernsysteme
Dobraner Weg 6-8
2000 Hamburg 73
FR Germany

Europäische Akademie für Fernstudium eV
Postfach 243
3388 Bad Harzburg
FR Germany

Great Britain (U.K.)

Council for the Accreditation of
Correspondence Colleges
27 Marylebone Road
London NW1 5JS
Great Britain

MODELLS (Modern Language and Learning
Systems Limited)
27 Marylebone Road
London NW1 5JS
Great Britain

South Bank Polytechnic
Dept. of Modern Languages
103 Borough Road
London SE1 OAA
Great Britain

The Open College
101 Wigmore Street
London W1A 9AA
Great Britain

Trowbridge Technical College
College Road
Trowbridge BA14 OES
Wilts
Great Britain

Greece

KOYER - (Organisation of Advanced Studies)
13, Nikis St.
P.O. Box 30508
10033 Athens
Greece

India

Indira Gandhi National
Open University
a) K - 76 Hauz Khas
b) E - 15 Hauz Khas
New Delhi - 110016

Ministry of Human Resource Development
Dept. of Correspondence Courses
West Block 7
RK Puram
New Delhi 110060
India

University of Jammu
Institute of Correspondence Education
Jammu 180001
India

University of Kerala
Institute of Correspondence Courses
Kariavattom
Trivandrum
S. India

Iceland

Bréfaskólinn (The Icelandic
Correspondence College)
Sudurlandsbraut 32
Pósthólf 8750
128 Reykjavik
Iceland

Japan

The National Translation Institute of Science & Technology
(NATIST), College of Foreign Languages
3-5-17 Kita-Aoyama, Minato-ku
Tokyo, Japan 107

University of the Air
Wakaba 2-11
Chiba 260
Japan

Jordan

Al-Quds Open University
Academic Affairs
P.O. Box 77
Um-Summaq
Jordan

Nehterlands

Leidse Onderwijsinstellingen
Leidsedreef 2
Postbus 4200
2350 CA Leiderdorp
Netherlands

TELEAC
P.O. 2414
3500 GK Utrecht
Netherlands

New Zealand

A) Massey University
Dept. of Modern Languages
Palmerston North
New Zealand

B) Massey University
Maori Studies Section
Palmerston North
New Zealand

The Correspondence School
Private Bag
Wellington
New Zealand

Nigeria

National Teachers' Institute (N.T.I.)
Field Services Department
P.M.B. 2191
Kaduna
Nigeria

Norway

Bankakademiet
Postboks 273 Skøyen
0212 Oslo 2
Norway

Folkets Brevskole
Teglversgt. 7
0553 Oslo 5
Norway

L/L Fram Brevskole
Postboks 4672 Sofienberg
0506 Oslo 5
Norway

Norsk Rikskringkasting (NRK)
Norwegian Broadcasting Corporation
Majorstura
Oslo 3
Norway

Norsk Korrespondanseskole (NKS)
P.B. 5853 Hegdehaugen
0308 Oslo 3
Norway

Papua New Guinea

The University of New Guinea
Department of Extension Studies
P.O. Box 320
Papua New Guinea

Spain

ANCED Association Nacional de centros de
Enseñanza a Distancia
Pedro Teixera 10-1
28020 Madrid
Spain

Centro de Estudios a Distancia (CEAC)
Aragon, 472
08013 Barcelona
Spain

Sweden

Hoegskolan i Karlstad
Box 9501
65009 Karlstad
Sweden

Liber Hermods
Slottsgatan 24
20510 Malmö
Sweden

Lunds Universitet
Pedagogiska Institutionen
Box 199
22100 Lund
Sweden

Stockholms Universitet
10691 Stockholm
Sweden

Switzerland

Neues Gymnasium Zürich
Raeffelstr.11
8045 Zürich
Switzerland

Turkey

FONO
Mektupla Ögretim Kurumu
Gründogdu 49
Merter 34016 Istanbul
Turkey

Ankara Üniversitesi
Tömer
Egitim Belimleri Fakultesi
Cebeci Ankara
Turkey

USA

American School
850 East 58th Street
Chicago, Illinois 60637
USA

Boise State University
Boise, Idaho 83725
USA

Department of the Army
Defense Language Institute Foreign Lang. Center DLIFLC
ATTN: ATFL-TDN
Presidio of Monterey
CA 93944-5006
USA

Indiana University
Independent Study Program
Owen Hall 001
Bloomington, Indiana 47405
USA

Luther Rice Seminary
1050 Hendricks Ave.
Jacksonville, Florida 32207
USA

Massachusetts Department of Education
Bureau of Student, Community & Adult Services
1385 Hancock Street
Quincy, Ma 02169
USA

North Dakota Division of Independent Study
State University Station
Box 5036
Fargo, North Dakota 58105-5036
USA

Pennsylvania State University
Department of Independent Study
128 Mitchell Building
University Park, PA 16802
USA

The Kamehameha Schools
Extension Education Division
Kapalama Heights
Honolulu, Hawaii 96817
USA

University of Illinois at Urbana-Champaign
Guided Individual Study
Suite 1406
302 E. John Street
Champaign, Illinois 61420
USA

University of Iowa
Guided Correspondence Study Program
116 International Center
Iowa City, IA 52242
USA

University of Michigan
Extension Service
200 Hill Street
Annarbor, MI 48103
USA

University of Minnesota
Department of Independent Study
45 Wesbrook Hall, 77 Pleasant Street
Minneapolis,Mn 55455
USA

University of Nebrasca-Lincoln
Independant Study High School
1800 North 33rd Street
269 N.C.C.E.
Lincoln, NE 68583-0900
USA

University of Pittsburgh
University External Studies Program
3808 Forbes Avenue
Pittsburgh,Pa 15260
USA

University of Tennessee
Center of Extended Learning
420 Communication Bldg.
Knoxville, TN 37996-0300
USA

University of Wyoming
Correspondence Study Department
Box 3294, University Station
Laramie, WY 82071
USA

Washington State University
Office of Continuing University Studies
202 Van Doren Hall
Pullman, WA 99164-5220
USA

Weber State College
Division of Continuing Education, Distance Learning
3750 Harrison Blvd.
Ogden, UT 84408-4005
USA

USSR

Moscow Instrumentation Institute
Stromynka 20
107076
Moscow
USSR

The All Union Financial and Economic Institute
Oleko Dunditch st.,23
Moscow
USSR

Yugoslavia

Center za dopisno izobrazevanje
Universum
Grosljeva 4
61000 Ljubljana
Yugoslavia

Name of institution:

Address:

Ownership and type of institution (Q2):

state-owned/official body under public law/private, commercial institution/belonging to an association of some kind (trade union, church, etc.)/ other type of institution

Number of courses (Q4):

Educational level of courses offered (Q5a):

basic school education/further education at school and basic professional training (e.g. preparation for `A'levels, high school certificate and entrance qualifications for university studies, upper secondary level, technical college etc.)/ university study and further professional training (after basic professional training and/or job experience)/ others:.............

Subject areas of courses (Q6):

(1) education, the humanities, music and the arts, languages
(2) social sciences and law
(3) economics
(4) agricultural sciences, agricultural and sylvicultural professions
(5) mathematics, sciences and engineering
(6) medicine and medical jobs and professions
(7) others:................

Number of learners currently enrolled (Q7):

Relative importance of face-to-face contacts (Q8):

- pure distance teaching, no face-to-face contact
- distance teaching with very little face-to-face contact (for tutoring/counselling purposes or immediately before oral examinations
- distance teaching with a few face-to-face elements or supplements (e.g. seminars, week-end seminars etc.)
- distance teaching and face-to-face teaching of equal importance
- face-to-face teaching with supplementary distance teaching material
- other possibilities

face-to-face sessions, if offered: voluntary/compulsory

Flexibility in pacing and teaching methods/options for students (Q9):

Flexibility (in):
- when to start their course/their studies
- when to take their exams/final exams
- when to order their study material
- when to send their assignments
- between different teaching methods
- between different media
- how and when to use counselling services

Media used for teaching (Q10):

radio/ television/ written course units/ audio tapes/ video tapes/ films/ slides/ electronic data processing (EDP on mainframe)/ personal computers (PC)/ telephone/ face-to-face sessions/ laboratories, workshops/ others:...........

Participants of course teams (Q13/14):

- subject specialists/ students of the subject in question/ media specialists
- subject specialists/ media specialists
- subject specialists

Local study centres (Q16): yes/no

Function of the study centres (Q17):

face-to-face teaching (compulsory for students)/support of distance education (voluntary participation)

Evaluation of courses and media (Q18): yes/no

Flexibility in the curriculum to be followed for the acquisition of a particular diploma (Q22):

- low/fixed curriculum
- medium/fixed curriculum, but it contains alternatives
- high/courses in the curriculum can be chosen freely within a set framework
- others:..................

Elements of two-way communication (Q29):

- correcting of assignments
- commenting on assignments
- regular contacts between tutor and learner: mediated/direct face-to-face contact
- organized face-to-face sessions
- answering of learners'queries, requests etc.
- contacts with learners initiated by the institution

Media used in two-way communication/counselling and tutoring service (Q30):

written correspondence/telephone/audio tapes/direct (face-to-face) contacts

Measures to reduce the non-starter and drop-out rates (Q35):

- mailing of standardized letters of encouragement or reminders
- mailing of individualized letters
- mailing of standardized encouraging audio tapes
- mailing of individualized audio tapes
- phone calls to learners
- visit to learners by people appointed by the institution

Type of continuous assessment (Q38):

- written assignments to be submitted
- written intermediary exams
- oral intermediary exams

Terminating of courses with examinations (Q40): yes/no

- type of examination: written/oral/written and oral exams

Average turn-around time for tutor's correction and comments of the assignments (Q44):

days

Types of items for the assignments (Q45):

- short open-ended questions
- multiple-choice questions
- questions to be answered (filled in) on forms prescribed (e.g. numerical answers)
- short essays
- longer paper on a set subject
- longer paper on a self-chosen subject from the course
- samples of learner's work

Commenting upon the assignments submitted (Q46)

- correction only/correction and additional comments

Use of a computer for the correction and commenting upon assignments (Q51): yes/no

Success rate (average for the three courses with the highest number of enrollments) (Q53)

%

Non-starter rate (average for the three courses with the highest number of enrollments) (Q54):

%